DOCUMENT RESUME

ED 063 245 SP 005 394

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TITLE	The Human Relations Specialist in Local School Systems, 1970-71.
INSTITUTION	Educational Research Service, Washington, D.C.
REPORT NO	ERS-Circ-5
PUB DATE	71
NOTE	66p.
AVAILABLE FROM	Educational Research Service, Amer. Assn. of School Administrators and NEA Res. Div., 1201 16th St. N.W., Wash., D.C. 20036 ($3.00)
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	*Human Relations; *Human Relations Programs; *Intergroup Education; *Occupational Surveys; *Specialists

ABSTRACT

This report consists of a survey of development in local school systems with respect to the assignment of a school staff member with overall responsibility for human relations. The few job descriptions found in this field differed in emphasis. Some focus on the techniques of integration, while others focus on multicultural curricula, human relations in-service training, or student relations. A questionnaire was sent in April 1971 to all school systems enrolling 12,000 or more pupils and to eight smaller school systems identified in the Educational Research Files as having human relations specialists. Of the 583 questionnaires sent, 378 responses were received. Schools were divided into four strata depending on enrollment size. Tables were prepared to record the response of 108 systems with full- or part-time specialists regarding a) specialist's title, b) percent of time spent on human relations activities, c) the specialist's position on the superintendent's staff, d) to whom he reports, e) his staff, f) his 1970-71 salary, and g) his qualifications for the position. Other sections concern these data as well as other information reported by respondents on the inquiry form and includes enclosures accompanying the questionnaire. A list of 13 problems and 13 suggestions for success in the field are presented. Sample job descriptions, human relations policies, and the questionnaire form are included.

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ED 063245

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ERS CIRCULAR

No. 5, 1971

THE HUMAN RELATIONS SPECIALIST IN LOCAL SCHOOL SYSTEMS, 1970-71

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THE HUMAN RELATIONS SPECIALIST IN LOCAL SCHOOL SYSTEMS, 1970-71

Human relations has almost as many definitions as there are situations in which it operates. To many individuals it has the connotation of race relations, and that is indeed a part of human relations. Human relations has been defined as the broad area of group interacting with and within group; of individual interacting with individual. A more specific definition would be that good human relations includes treating the other fellow the way you like to be treated even though he may differ from you in religion, race, national origin, or social class; or involves making the most of yourself and helping your neighbor to make the most of himself.

While good human relations is everybody's job, some school systems have recognized the need for an individual to help everyone see the need for, and to practice, good human relations. The need for a survey of developments in local school systems with respect to the assignment of a staff member with overall responsibility for human relations became evident when a number of Educational Research Service subscribers asked for help in setting up such a job. The task of structuring a questionnaire for the survey proved difficult. From the few job descriptions which could be located, it was evident that no two jobs were quite alike in emphasis. Some focus primarily on the techniques of integration, some on multicultural curricula, some on human relations inservice training, and some on student relations.

With the assistance of Mr. George Woolridge, Human Relations Coordinator for the South Bend (Indiana) Community Schools, and Mrs. Ruth Bates Harris, Director of the Department of Human Relations for the Montgomery County (Maryland) Public Schools, the questionnaire which appears on pages 61-64 of this Circular was constructed and tested.

The questionnaire was sent in April 1971 to all school systems enrolling 12,000 or more pupils and to eight smaller school systems identified through information in the ERS files as having human relations specialists. The response to the questionnaire was as follows:

Enrollment stratum	Ques. sent	Replies received
Stratum 1 (100,000 or more)	27	26(96.3%)
Stratum 2 (50,000-99,999)	56	54(96.4%)
Stratum 3 (25,000-49,999)	109	76(69.7%)
Stratum 4 (12,000-24,999)	383	214(55.9%)
Smaller systems	8	8(100.0%)
Totals	583	378(64.8%)

Table A, at the bottom of page 2, shows the number and percent of responding systems with an individual who devotes full-time to activities in the area of human relations, the systems employing an administrator who spends 50 percent or more of his time on human relations functions but is also assigned one or more other administrative responsibilities, and the number of systems which do not have an individual whose primary responsibility is in the human relations area. Among the systems tabulated as not having a human relations specialist are 10 systems where one person is responsible for these functions but spends less than one-half his time on them, five systems which reported they plan to hire such an individual in the near future, and four systems which employed a human relations specialist at one time but have eliminated the position.

It should also be noted that two of the systems with full-time human relations specialists reported that two individuals with the same title and administrative position devote full-time to these activities--Los Angeles, California, in Stratum 1, and Jefferson County, Kentucky, in Stratum 2. Also, one system in Stratum 2 indicated that the position is currently vacant.

Beginning on page 18 of this Circular is a table which reports the replies of each of the 108 systems with full- or part-time human relations specialists regarding the specialist's title, percent of his time spent on human relations activities, whether he is a member of the superintendent's cabinet, to whom he reports, his staff, his 1970-71 salary, and his qualifications for the position. The sections which follow discuss these data as well as other in-

formation reported by respondents on the inquiry form and included in enclosures accompanying the questionnaires.

STATUS OF THE HUMAN RELATIONS SPECIALIST

The position of human relations specialist is of relatively recent vintage in most of the responding school systems--only three systems reported the position had been established prior to the enactment of the 1964 Civil Rights Act, which provided technical and financial assistance in preparing for school desegregation. Seventy percent of the 107 systems which supplied this information reported a date in the past four years. Another indication of the newness of the job is the fact that 70 percent of the respondents are the same individuals first appointed to the position.

Title. It is not surprising, with the variety of the connotations associated with the position of human relations specialist (second column of the system-by-system table beginning on page 18), that the 108 positions show little agreement on the specific designation in the title assigned them. As can be seen in Table B, on page 3, the term "human relations" appears most frequently in the titles of the respondents, but these 39 positions are only 36 percent of the 108 responding. Fairly common in the 108 titles are "intergroup relations" and "community relations." Among the designations reported by only one or two respondents are "race relations," "equal educational opportunity," "minorities," and "social services."

Although the questionnaire did not ask about the sources of funds for the specialists' salaries, some respondents volunteered the information that their positions are made possible through federal funds. This fact accounts for such titles as "advisory specialist," "emergency school assistance," and "Title IV."

Percent of time devoted to human relations activities. As can be seen from Table A, based on the third column of the system-by-system table, 80 (74.1 percent of the 108 systems) employ specialists full-time in the area of human relations. The other 28 systems indicated the percentage of time devoted to this area by their part-time human relations administrators as follows:

Percentage of time	Individuals reporting
95%	1
80%	1
75%	3
70%	5
60%	4
50%	13
No response	1

The other areas of responsibility reported by two or more of these 28 individuals are as follows: community relations (6); public relations (4); general administration (4); pupil assignment (4); supervision of instruction (3); inservice education (2); and federal programs (2).

Table A

SUMMARY: EMPLOYMENT OF A HUMAN RELATIONS SPECIALIST IN 1970-71, 378 SCHOOL SYSTEMS

Employment status	Number and percent of responding school systems, by enrollment group					
	Stratum 1	Stratum 2	Stratum 3	Stratum 4	Smaller	Totals
Full-time	14 (53.9%)	19 (35.2%)	16 (21.1%)	27 (12.6%)	4 (50.0%)	80 (21.2%)
Part-time[a/]	3 (11.5%)	5 (9.3%)	6 (7.9%)	13 (6.1%)	1 (12.5%)	28 (7.4%)
None employed[b/]	9 (34.6%)	30 (55.5%)	54 (71.0%)	174 (81.3%)	3 (37.5%)	270 (71.4%)
Totals	26 (100.0%)	54 (100.0%)	76 (100.0%)	214 (100.0%)	8 (100.0%)	378 (100.0%)

a/ Systems which employ administrators who spend at least 50 percent of their time, but not full-time, in the area of human relations.

b/ Systems which employ no one whose primary responsibility is in the area of human relations.

Table B

SUMMARY: SPECIFIC DESIGNATIONS IN TITLES OF HUMAN RELATIONS SPECIALISTS IN 108 SCHOOL SYSTEMS, BY FREQUENCY OF DESIGNATION

Specific designations	Enrollment groups					
	Str 1	Str 2	Str 3	Str. 4	Smaller	Totals
Human relations	8	10	5	15	1	39
Intergroup relations (education, affairs)	3	6	3	6	..	18
Community relations (services, affairs)	2	5	..	5	..	12
Advisory specialist	..	..	2	3	..	5
Integration or desegregation (affairs, promotion)	..	..	2	1	..	3
Intercultural or multicultural (education, enrichment)	..	..	1	1	1	3
Urban (education, affairs)	..	1	1	1	..	3
Designations reported by less than 3	2	2	6	6	2	18
No specific designation	2	..	2	2	1	7
TOTALS	17	24	22	40	5	108

Among the responsibility areas mentioned by only one respondent were research, Teacher Corps, guidance, driver education, and certification.

Position on the administrative staff. The specialist's position on the administrative staff in his school system is indicated by three factors--the position level designation in his title, whether he is a member of the superintendent's cabinet, and the individual to whom he reports.

The position level designations in the 108 systems ranged from assistant or associate superintendent to counselor. Specifically, the position levels included in the 108 titles were as follows:

Director	40
Administrative assistant	19
Coordinator	17
Specialist	10
Consultant	8
Assistant/associate superintendent	7
Supervisor	4
Associate, Ombudsman, Counselor	1 each

Responses to the question, "Are you a member of the superintendent's cabinet (council)?" are tabulated below from the fourth column of the system-by-system table:

Stratum	Yes	No	Not applicable	No reply
1	8(47.1%)	9(52.9%)	...	...
2	14(58.3%)	9(37.5%)	1(4.2%)	...
3	12(54.6%)	9(40.9%)	...	1(4.5%)
4	26(65.0%)	13(32.5%)	...	1(2.5%)
Smaller	3(60.0%)	2(40.0%)	...	...
	63(58.3%)	42(38.9%)	1(0.9%)	2(1.9%)

Thus, overall less than two-thirds of the human relations specialists are members of the team of administrators closest to the superintendent.

The majority of the respondents, 69 or 63.9 percent, report directly to the superintendent, and another four (3.7 percent) report to the superintendent and another person (fifth column of the system-by-system table). Five specialists report to the deputy, associate, or assistant superintendent, and another four to another administrator in charge of general administration. The administrator in charge of curriculum and/or instruction supervises the human relations specialist in 11 systems, and in four systems the personnel or staff development administrator is his boss. The administrators of pupil personnel, school-community relations, and federal programs were the supervisors named by two specialists each. The variety of specialties practiced by the administrator to whom the human relations man reports is again evidence that the job has different emphases in the reporting systems.

Human relations administrators in two systems reported that their positions do not have the usual reporting relationships in school systems. In Cedar Rapids, Iowa, the Human Relations Consultant is employed by the city government but is loaned out to the school district. He works not only for the schools but also for the mayor and city human relations commission. The Human Relations Ombudsman in Ann Arbor, Michigan, indicated that he reports to the superintendent and added, "As the position is further clarified, the role of Ombudsman will provide direct access to the Board of Trustees

while maintaining administrative responsibility to the Superintendent."

Length of contract year. The majority of the human relations specialists in this survey are employed for a 12-month work year--98 respondents or 89.1 percent. Six reported 10-month contracts, five have 11-month contracts, and one reported a 45-week work year.

Salary. The 1970-71 salaries reported by 107 of the 110 human relations specialists in the seventh column of the system-by-system table are distributed by enrollment group in $2,000 intervals in Table C. As might be expected, the highest salary was paid in a Stratum 1 school system--to an assistant superintendent--and the highest salary reported for each enrollment stratum is slightly less in each succeedingly smaller system. Discounting the group of five smaller systems, median salaries also decrease with each succeedingly smaller enrollment stratum; however, the overall median, $19,773, is exceeded only by the median salary in Stratum 1 systems--$21,600.

Table D, on page 5, reports the high, low, and median salary reported for each administrative position level. As might be expected, the assistant and associate superintendents drew the highest median salary--$23,000.

Although the overall median salary of $19,773 seems rather high for a position which more than 80 percent of the respondents have held for only three years or less, a glance at the education and experiences reported by the respondents in the last column of the system-by-system table, the summary data in Table E (page 6), and the following sections, it becomes clear that in the majority of cases the salary is attributable to the special expertise brought to the job and the individual's tenure in education.

Nearly one-half of the 110 human relations specialists reported some arrangement to cover expenses incurred in performance of duties. Twenty-two reported mileage, gas, the use of a car, or a monthly or annual amount for travel. None of the latter specified whether this allowance was exclusively for in-district travel. Five said an expense allowance was provided as needed or "for necessary expenses," and the remainder of the 54 specialists reported yearly dollar amounts ranging from $300-$5,000.

Table C

SUMMARY: SALARIES OF 107 HUMAN RELATIONS SPECIALISTS, 1970-71

Salary intervals	Number and percent of human relations specialists responding					
	Stratum 1	Stratum 2	Stratum 3	Stratum 4	Smaller	Totals
$30,000 or more	1(5.6%)	1(4.0%)	...	...	...	2(1.9%)
26,000 to $29,999	1(5.6%)	...	...	...	...	1(0.9%)
24,000 to 25,999	2(11.1%)	1(4.0%)	1(4.5%)	...	...	4(3.7%)
22,000 to 23,999	1(5.6%)[a]	4(16.0%)	2(9.1%)	2(5.4%)[a]	1(20.0%)	10(9.3%)
20,000 to 21,999	5(27.7%)	4(16.0%)	2(9.1%)	5(13.5%)	1(20.0%)	17(15.9%)
18,000 to 19,999	5(27.7%)	6(24.0%)	5(22.8%)[b]	5(13.5%)	1(20.0%)	22(20.6%)
16,000 to 17,999	2(11.1%)	2(8.0%)	2(9.1%)	7(18.9%)[d]	...	13(12.2%)
14,000 to 15,999	...	4(16.0%)	4(18.2%)[c]	8(21.7%)[d]	...	16(15.0%)
12,000 to 13,999	1(5.6%)	3(12.0%)	4(18.2%)[a]	7(18.9%)[d]	2(40.0%)	17(15.9%)
10,000 to 11,999	...	...	1(4.5%)[d]	3(8.1%)[d]	...	4(3.7%)
8,000 to 9,999	...	...	1(4.5%)	...	...	1(0.9%)
Total reporting	18(100.0%)	25(100.0%)	22(100.0%)	37(100.0%)	5(100.0%)	107(100.0%)
High salary	$34,344	$30,165	$24,000	$23,832	$22,000	$34,344
Low salary	13,860	12,900	9,570	10,090	12,000	9,570
Median salary	21,600	18,833	17,000	16,471	19,000	19,773

a/ Includes one salary for an 11-month contract.
b/ Includes salaries for one 10-month and one 45-week contract.
c/ Includes salaries for one 10-month and one 11-month contract.
d/ Includes one salary for a 10-month contract.

Table D

SUMMARY: HIGH, LOW, AND MEDIAN SALARIES OF HUMAN RELATIONS SPECIALISTS, BY ADMINISTRATIVE TITLE

Position	High salary	Low salary	Median salary
Associate/Assistant Superintendent	$34,344	$16,000	$23,000
Director	29,928	11,780	19,333
Supervisor	21,700	13,250	19,000
Administrative Assistant	25,000	10,500	18,333
Consultant	19,000	10,090	15,000
Specialist	20,000	9,570	14,333
Coordinator	23,000	13,360	14,200
Other title[a/]	22,000	13,250	19,000

a/ Includes Associate, Ombudsman, and Counselor.

QUALIFICATIONS AND CHARACTERISTICS OF THE HUMAN RELATIONS SPECIALIST

Experience with status studies of other positions relatively new in local school systems has shown that usually no binding set of qualifications for the position has yet been adopted by the board of education and/or the administration. Therefore, it was decided in the human relations questionnaire to ask only whether or not a statement of required or desired qualifications had been set up. Less than half replied in the affirmative and submitted a copy of the requirements. In most cases the qualifications listed were desired rather than required.

In general, the specifications were broad, with emphasis on experience in human relations work, urban education, or race relations. A bachelor's degree was specified by six and a master's by 18. Teaching and/or administrative experience was mentioned in 24 specifications. Only one position was designated as a Civil Service job.

The questionnaire did request information about the qualifications and background of the person presently in the human relations position. The replies to this question are summarized in the following sections of the text and in Table E, on page 6.

Education. As can be calculated from Table E, 84.4 percent of the human relations specialists have at least a master's degree and one-half of these have coursework or degrees beyond the master's. Only two individuals do not have an academic degree.

Among the fields in which the various degrees were awarded, education ranks highest, including 50 in general education, 36 in educational administration, four in curriculum supervision, and one in inner city education. Social studies, history/political science, sociology, and guidance were the next four areas with the greatest representation. Eight individuals reported that they have had special human relations training, one is a National Training Laboratories trainer, and another said that he had attended courses in desegregation implementation. Another entry under "other pertinent education" was, "on the streets of New York and Philadelphia."

Certification. Only 6.4 percent of the respondents are not currently certified in any education field. The only certificate held by a majority of the respondents is the teacher's certificate. Thirty-three respondents have two valid certificates; 22 are certified in three fields; and 12 hold four certificates.

Experience. Table E also shows that more than 90 percent of the human relations specialists in the survey have been teachers and almost 70 percent had school administrative experience before assuming the position they now hold. A tabulation of the number of years' experience reported for teaching, administration/supervision, and for all employment in education (the last column of the system-by-system table) reveals a median of nearly 10 years' teaching and 7 years' administrative experience, with an overall median of 18 years' experience as a professional employee in education.

In the category of "other pertinent experience" on the questionnaire, respondents wrote in a number of other jobs and experiences they felt contributed to their job effectiveness. In the

Table E

SUMMARY: PERSONAL CHARACTERISTICS OF 109 HUMAN RELATIONS SPECIALISTS, 1970-71

Personal characteristics	Number and percent of HR specialists responding					
	Stratum 1 (18)	Stratum 2 (24)	Stratum 3 (22)	Stratum 4 (40)	Smaller (5)	Totals (109)
EDUCATION (highest degree)						
No degree	...	1 (4.2%)	...	1 (2.5%)	...	2 (1.8%)
Bachelor's	...	1 (4.2%)	2 (9.1%)	3 (7.5%)	...	6 (5.5%)
Bachelor's +	...	1 (4.2%)	2 (9.1%)	6 (15.0%)	...	9 (8.3%)
Master's	7 (38.8%)	10 (41.7%)	8 (36.4%)	17 (42.5%)	4 (80.0%)	46 (42.2%)
Master's +	6 (33.3%)	5 (20.7%)	9 (40.9%)	10 (25.0%)	1 (20.0%)	31 (28.5%)
6th year	...	...	1 (4.5%)	1 (2.5%)	...	2 (1.8%)
Doctorate	5 (27.9%)	6 (25.0%)	...	2 (5.0%)	...	13 (11.9%)
CERTIFICATION						
As teacher	15 (83.3%)	19 (79.2%)	18 (81.8%)	32 (80.0%)	5 (100.0%)	89 (81.7%)
As supervisor	5 (27.9%)	10 (41.7%)	5 (22.7%)	12 (30.0%)	...	32 (29.4%)
As administrator	15 (83.3%)	15 (62.5%)	11 (50.0%)	23 (57.5%)	2 (40.0%)	66 (60.6%)
As guidance counselor	2 (11.0%)	8 (33.3%)	1 (4.5%)	7 (17.5%)	2 (40.0%)	20 (18.3%)
Other position	...	1 (4.2%)	1 (4.5%)	3 (7.5%)	...	5 (4.6%)
No certification	1 (5.6%)	1 (4.2%)	...	5 (12.5%)	...	7 (6.4%)
EXPERIENCE						
Teaching	18 (100.0%)	21 (87.5%)	21 (95.5%)	36 (90.0%)	5 (100.0%)	101 (92.7%)
Supervisory/administrative	14 (77.8%)	17 (70.8%)	14 (63.6%)	29 (72.5%)	2 (40.0%)	76 (69.7%)
YEARS IN PRESENT POSITION						
1 year or less	5 (27.9%)	8 (33.3%)	10 (45.2%)	16 (40.0%)	...	39 (35.8%)
2 years	4 (22.2%)	8 (33.3%)	5 (22.7%)	16 (40.0%)	1 (20.0%)	34 (31.2%)
3 years	4 (22.2%)	...	5 (22.7%)	5 (12.5%)	2 (40.0%)	16 (14.7%)
4 years	2 (11.0%)	4 (16.7%)	1 (4.7%)	1 (2.5%)	...	8 (7.3%)
5 years	...	1 (4.2%)	...	1 (2.5%)	2 (40.0%)	4 (3.7%)
Over 5 years	3 (16.7%)	3 (12.5%)	1 (4.7%)	1 (2.5%)	...	8 (7.3%)
AGE						
21-30	...	2 (8.3%)	1 (4.6%)	5 (12.5%)	...	8 (7.3%)
31-40	7 (38.8%)	6 (25.0%)	5 (22.7%)	11 (27.5%)	3 (60.0%)	32 (29.4%)
41-50	6 (33.3%)	6 (25.0%)	11 (50.0%)	10 (25.0%)	2 (40.0%)	35 (32.1%)
51-60	3 (16.7%)	10 (41.7%)	5 (22.7%)	9 (22.5%)	...	27 (24.8%)
Over 60	1 (5.6%)	...	...	4 (10.0%)	...	5 (4.6%)
No response	1 (5.6%)	...	...	1 (2.5%)	...	2 (1.8%)
SEX						
Male	11 (61.2%)	21 (87.5%)	19 (86.4%)	34 (85.0%)	5 (100.0%)	90 (82.6%)
Female	7 (38.8%)	3 (12.5%)	3 (13.6%)	6 (15.0%)	...	19 (17.4%)
RACE OR ETHNIC ORIGIN						
Black	15 (83.3%)	15 (62.5%)	16 (72.7%)	23 (57.5%)	3 (60.0%)	72 (66.1%)
White	3 (16.7%)	8 (33.3%)	4 (18.2%)	8 (20.0%)	2 (40.0%)	25 (22.9%)
Mexican-American	...	...	2 (9.1%)	8 (20.0%)	...	10 (9.2%)
American Indian	...	...	...	1 (2.5%)	...	1 (0.9%)
Other nonwhite	...	1 (4.2%)	...	...	...	1 (0.9%)
YEARS IN COMMUNITY						
Less than 5	...	1 (4.2%)	5 (22.7%)	14 (35.0%)	2 (40.0%)	22 (20.2%)
5-9 years	...	3 (12.5%)	2 (9.1%)	4 (10.0%)	1 (20.0%)	10 (9.2%)
10-14 years	3 (16.7%)	6 (25.0%)	1 (4.5%)	3 (7.5%)	1 (20.0%)	14 (12.8%)
15-19 years	2 (11.0%)	1 (4.2%)	4 (18.2%)	2 (5.0%)	...	9 (8.3%)
20 or more years	5 (27.9%)	7 (29.1%)	6 (27.3%)	12 (30.0%)	...	30 (27.5%)
All his life	8 (44.4%)	6 (25.0%)	4 (18.2%)	5 (12.5%)	1 (20.0%)	24 (22.0%)

field of education, the human relations specialists listed school social work, direction of federal programs, recreation, guidance counseling, and curriculum writing; one individual had served on the local board of education. Various types of community service and youth work were also reported. Government service in the military and in federal and state jobs were cited by several respondents. Two of the individuals felt that the fact that they are bilingual is an important asset.

Years in present position. More than 80 percent of the respondents have been in their jobs less than four years. This is due, of course, not to a high turnover rate, but to the newness of the position in most systems, a fact that was mentioned earlier in this Circular.

Age. Data on the age of respondents correlates with the information on their education, experience, and salaries. Almost two-thirds are over 40; the median age is 45. This is logical in view of the fact that the median experience as a professional employee is 18 years and a large majority have a master's degree or higher.

Sex. Although nearly 40 percent of the human relations specialists in the 18 Stratum 1 school systems are women, the percentage of women responding in the survey is only 17.4.

Race or national origin. As might be expected, 77.1 percent of the 109 incumbent human relations specialists are nonwhite, with more than three-fourths of these being black. Stratum 4, with the smallest percentage of black human relations administrators, has the highest percentage of Mexican-American representatives.

Years in the community. Although the requirement of "familiarity with the school community" often appears in job requirements for administrative positions, it seems to be a particularly important factor for this job, by the very nature of the job itself. Thus, it was decided to include a question which would give some indication of how long the incumbent human relations specialists have resided in the school district. Nearly one-half (49.5 percent) of the respondents have lived in the school system's community 20 years or more, with 22 percent having lived there all their lives. About 70 percent have resided in the community at least 10 years. One respondent emphasized especially that the fact that he had been born and raised in the community was particularly important because his involvement in civic and social clubs made him well-known by parents and students of both races.

Other qualifications. One respondent commented that "so much of what is required to run the office is not to be found in the pages of a book." This is probably what several of the specialists were suggesting when they included in the statement of their qualifications such phrases as "was a labor organizer;" "brick mason, aircraft technician, truck driver, bus driver (licensed), and human being." From the remarks of the respondents and enclosures with the questionnaires, the following are some of the qualities the human relations specialists see as important qualifications for the job:

Always tries to relate to people.

Makes an effort without loss of respect.

Tries to help people in need regardless of race.

Likes people of all ages.

Has a calm sense of humor and a strong sense of the ridiculous.

Is highly respected as a leader in the community.

Is compassionate toward children.

Is concerned about the school community.

Has practical wisdom.

DUTIES AND WORK LOAD OF THE HUMAN RELATIONS SPECIALIST

A formal, written job description has been prepared for the human relations specialist in 74 of the 108 systems, as indicated by responses on the questionnaire form; however, not all of the respondents in these 74 systems submitted copies of their job descriptions. From among those included with the questionnaire, the four appearing on pages 50-55 were selected to show the variety in job emphasis among the 108 positions.

Table F: DUTIES AND RESPONSIBILITIES OF HUMAN RELATIONS

Human relations functions	Percent of human relations Has PRIMARY responsibility for					
	Str. 1	Str. 2	Str. 3	Str. 4	Smaller	Totals
Liaison with community service groups on human relations matters	61%	76%	59%	65%	40%	65%
Staff inservice activities in the area of human relations	67	56	45	58	40	55
Liaison with student organizations on human relations matters	50	64	54	52	..	53
Reviewing policies affecting human relations	22	60	27	46	..	40
Student human relations program	50	44	33	36	..	38
Public relations on human relations problems and activities	33	44	32	42	..	37
Pupil personnel problems of a racial nature	11	32	27	40	..	29
Receive and process community complaints	17	24	45	22	20	26
Liaison with, and/or consultative services to, school or area citizens' advisory councils	6	20	33	26	40	23
Planning to achieve racial and cultural balance in schools	17	20	18	25	..	20
Liaison with social and welfare agencies	..	4	19	18	20	12
Development and evaluation of intercultural materials and teaching units	6	12	14	13	..	11
Liaison with local law enforcement agencies	5	..	..	15	20	7
Recruiting members of minority groups for professional positions	6	..	5	8	20	5
Development and evaluation of programs for the culturally deprived	..	..	9	5	20	5
Adult basic education program	..	..	..	..	40	2

Table G: ALLOCATION OF THE HUMAN RELATIONS

Area of activity	Percent of human relations MOST time-consuming activity						SECOND most time-consuming					
	Str. 1	Str. 2	Str. 3	Str. 4	Smaller	Totals	Str. 1	Str. 2	Str. 3	Str. 4	Smaller	Totals
In-office administrative work	61%	28%	37%	38%	50%	40%	..	8%	18%	12%	..	11%
Meetings with community service groups and social agencies	27	28	18	22	50	25	6%	20	18	35	..	22
Meetings with students and student organizations	..	12	9	15	..	10	27	16	18	15	50	19
Meetings with other central office administrators	6	12	9	10	..	9	44	28	18	15	25	24
Meetings with principals	..	8	18	10	..	9	6	12	23	20	25	17
Other	6	12	9	5	..	7	17	16	5	3	..	8

SPECIALISTS IN 1970-71, 108 PARTICIPATING SCHOOL SYSTEMS

relations specialists, by enrollment group, reporting for each function listed that he:

SHARES responsibility for						Serves as CONSULTANT on						Has NO RESPONSIBILITY for					
Str. 1	Str. 2	Str. 3	Str. 4	Small-er	To-tals	Str. 1	Str. 2	Str. 3	Str. 4	Small-er	To-tals	Str. 1	Str. 2	Str. 3	Str. 4	Small-er	To-tals
33%	12%	36%	25%	20%	25%	6%	12%	5%	7%	40%	9%	..	..	..	3%	..	10%
33	36	32	22	20	29	..	8	23	17	20	14	..	..	..	3	20	2
33	28	23	35	..	29	11	4	18	8	80	13	6	4	5	5	20	5
56	24	46	41	75	42	11	12	27	8	25	14	11	4	..	5	..	4
28	40	33	39	..	34	11	12	29	15	60	19	11	4	5	10	40	9
50	36	45	48	40	45	17	12	23	5	40	14	..	8	..	5	20	4
61	56	36	40	60	47	17	12	32	17	40	20	11	..	5	3	..	4
50	60	45	62	60	57	28	12	10	8	..	12	5	4	..	8	20	5
50	36	48	46	40	44	38	44	19	26	..	30	6	..	..	2	20	3
44	32	41	55	40	45	28	28	36	12	60	25	11	20	5	8	..	10
61	52	38	37	20	44	17	24	33	25	20	25	22	20	10	20	40	19
55	36	29	57	40	46	28	40	57	22	60	36	11	12	..	8	..	7
28	24	32	35	..	29	28	44	23	25	20	29	39	32	45	25	60	35
6	32	41	45	60	36	44	52	36	32	20	39	44	16	18	15	..	20
12	32	27	52	20	35	53	48	50	35	40	44	35	20	14	8	20	16
..	..	18	8	..	6	22	24	14	27	40	24	78	76	68	65	20	68

SPECIALISTS' TIME TO VARIOUS AREAS OF ACTIVITIES

specialists, by enrollment group, ranking each area of activity as:

THIRD most-time consuming						FOURTH most time-consuming						FIFTH most time-consuming					
Str. 1	Str. 2	Str. 3	Str. 4	Small-er	To-tals	Str. 1	Str. 2	Str. 3	Str. 4	Small-er	To-tals	Str. 1	Str. 2	Str. 3	Str. 4	Small-er	To-tals
11%	24%	18%	8%	25%	15%	11%	12%	18%	20%	25%	13%	11%	12%	14%	22%	..	16%
22	28	32	15	..	22	33	20	5	5	50	15	11	..	14	15	..	10
22	8	9	20	..	15	11	20	27	20	25	16	28	32	22	25	25	26
11	24	32	20	25	22	6	4	32	40	..	23	22	20	9	8	25	14
34	16	9	22	25	20	28	32	13	22	..	23	28	28	32	15	25	24
..	..	..	15	25	6	11	12	5	13	..	10	..	8	9	15	25	10

Duties. The questionnaire form included a list of 16 duties it was felt would cover most of the responsibility areas which might be assigned to the human relations officer. The respondent was asked to indicate his degree of responsibility for each duty listed--has primary responsibility for, shares responsibility for, serves as a consultant on, or has no responsibility for. Space was also provided for the respondent to designate other duties and to indicate his degree of responsibility for them. Table F, on pages 8 and 9, reports the percentage of respondents checking each degree of responsibility for the duties listed.

Only three of the duties on the list were checked as PRIMARY responsibilities by a majority of the respondents--liaison with community service groups, staff inservice activities in human relations, and liaison with student organizations. Only one other responsibility was checked as primary by a majority of the respondents in any stratum--that of reviewing policies affecting human relations, by 60 percent of the specialists in Stratum 2. Among the duties written in and indicated as primary by more than one of the respondents were coordination of home-school volunteers, monitoring the busing program, and liaison with the state department of education.

There was only one duty listed that a majority of the respondents indicated they SHARED responsibility for--57 percent checked "receive and process community complaints" as a shared responsibility. Seven other duties were checked as "shared" by at least 42 percent of the respondents. Only two respondents proffered another shared responsibility--the promotion of fair housing and liaison with PTA's.

In the category "serves as CONSULTANT on," no duty listed was checked by a majority of the respondents. Development and evaluation of programs for the culturally deprived was checked by the largest percentage of the 109 specialists --44 percent. Listed, by one respondent each, as additional responsibilities on which they consult, were monitoring of contracts for compliance with equal opportunity employment laws and liaison with colleges.

Two-thirds of the respondents checked NO RESPONSIBILITY for the adult basic education program, and a third do not have any responsibility for liaison with local law enforcement agencies. As might be expected, the percentage of human relations specialists with no responsibility for the adult basic education program decreases with each successively smaller stratum; that is, the human relations specialist is more likely to be involved in this program in a smaller system.

Work load. Another way of looking at the type of job the human relations specialist has would be to examine the relative allocation of his time to various groups with which he has to deal. For instance, if a human relations specialist indicated that meeting with students and student groups is most time-consuming, his job might be characterized as more like that of an ombudsman than an administrator; if he finds in-office paperwork most time-consuming, he is primarily an administrator; and so on.

Each specialist was asked to rank a list of five contact groups or areas of operation in the order of their demands upon his time in other than crisis situations. The percentage of respondents ranking each activity as most time-consuming, second most time-consuming, etc., is tabulated in Table G, on pages 8 and 9. A glance across the table shows wide variance in the replies of the respondents to this question. No activity received a majority of the votes in ranking of time devoted to it. There was more agreement on the most time-consuming activity than on any of the other rankings. Forty percent of the respondents see in-office administrative work as requiring the largest amount of their time and energies.

Among the other activities written in as most time-consuming by respondents were meeting with parent organizations, inservice activities for the staff, meetings with teachers groups and individual teachers, school visitations, and recruitment of minority employees. Among the

other activities respondents found more time-consuming than at least some of those appearing on the questionnaire form are dealing with citizen complaints, working with paraprofessionals in the field, and meeting with juvenile officers.

"Overtime." While it is certain that few, if any, administrators in local school systems can put in only the number of hours each day required by his contract, the human relations specialist particularly must count on putting in "overtime" each week, if not each day. He must attend meetings with community and parent groups which are held in the evening; he often must seek out students and parents at home when there is a problem to be resolved; he may attend athletic contests, particularly if there has previously been trouble in the participating schools. In crisis situations, of course, the overtime may well exceed the regular time.

The questionnaire asked respondents to indicate, on the average, in noncrisis situations, how much time a week the human relations officer puts in over and above his regular working hours on "activities which are necessary to your job, but which must be done outside the normal working day (e.g., attending evening meetings, student activities, consulting with parents)." The responses ranged from a low of two hours to a high of 40 hours; the median response was a little over 10 hours a week. The median was slightly higher for human relations specialists in the larger systems.

STAFF OF THE HUMAN RELATIONS SPECIALIST

The sixth column of the system-by-system table reports the staff supervised by the human relations specialist in each system, in three categories--professional, clerical, and paraprofessional. These data are tabulated in Table H. For tabulation purposes, each part-time staff member listed has been converted to a half-time staff member and these employees have been treated cumulatively; that is, in the systems tabulated in the category of 1-1½ clerical personnel in Table H, the human relations specialist may supervise one full-time employee, or one full-time and one part-time staff member, or three part-time staff employees.

As can be seen from Table H, only four of the specialists have no staff at all. The most typical arrangement is that the human relations specialist has at least the equivalent of one full-time secretary. Only about a third of the responding systems have assigned paraprofessionals to the human relations specialist. One-half of the specialists (52) supervise at least one part-time professional.

Among the professionals listed by respondents, there is a wide variety in areas of responsibility. In the larger systems with decentralized structures, many are field staff specialists in human relations. Coordinators of student affairs, of volunteers, and of human relations training were mentioned by several respondents. Specialists in integration, bilingual teachers, curriculum specialists, counselors, and

Table H

SUMMARY: STAFF SUPERVISED BY THE HUMAN RELATIONS SPECIALIST, 108 SCHOOL SYSTEMS

Type of staff	Enrollment group					
	1	2	3	4	Smaller	Totals
NO STAFF	1	..	1	..	2	4
PROFESSIONAL						
None	3	9	14	26	..	52
1/2	..	..	..	..	1	1
1 - 1½	3	2	3	5	2	15
2 - 2½	2	5	2	1	..	10
3 - 5	1	5	1	5	..	12
6 or more	7	3	1	3	..	14
CLERICAL						
None	..	..	1	2	..	3
1/2	..	4	3	13	..	20
1 - 1½	8	11	15	25	2	61
2 - 2½	2	6	1	..	1	10
3 - 5	3	2	1	..	..	6
6 or more	3	1	..	..	..	4
PARAPROFESSIONAL						
None	12	16	16	26	3	73
1/2	1	1	..	3	..	5
1 - 1½	..	1	..	3	..	4
2 - 2½	..	1	2	2	..	5
3 - 5	1	1	2	3	..	7
6 or more	2	4	1	3	..	10

general assistants to the human relations administrator were also listed by more than one school system. On pages 53-54 is a job description for a professional who serves under a human relations specialist.

The paraprofessionals listed are most often designated as community aides, but a number of bus supervisors, home-school aides, Title IV aides, and student service aides were also listed. In a few systems the paraprofessionals are community volunteers. A sample job description for a paraprofessional aide is reproduced on page 55.

ASSISTANCE FROM HIGHER EDUCATION

In response to the question, "Has your school system entered into a cooperative arrangement with a nearby college or university whereby the college provides some services in the area of human relations in your system?" 49 systems responded in the affirmative and listed 57 colleges and universities or branches thereof in 21 states. The most frequently mentioned service provided was orientation and/or inservice programs in human relations for teachers and administrators. Consultant services in both human relations and desegregation are provided by 23 of the 57 colleges. Assistance in program evaluation and research, and counselor aides are available through five colleges each. Other systems mentioned community seminars in human relations, tutoring programs for disadvantaged children, and social work services as being provided by colleges. At some colleges services are provided by a special center organized to assist school systems to implement desegregation plans. A list of the colleges and the services provided begins on page 15.

Two unusual programs listed by respondents are a student group dynamics program (University of Notre Dame) and a Career Opportunities Program to provide training for minority workers to move up in school district positions (Contra Costa College, San Pablo, California, and Tennessee State University, Nashville, Tennessee).

REGIONAL HUMAN RELATIONS PROJECTS

Two New York school systems, Buffalo and Yonkers, reported membership in regional human relations projects. The project in which Yonkers participates is a five-city project which provides consultants and inservice components to the member districts. Buffalo is the administrative agency for the Title III Human Relations Education Center, which includes some 41 school districts in Erie and Niagara Counties and provides workshops, inservice programs, and demonstration lessons in human relations and human relations teaching.

HUMAN RELATIONS POLICIES

Respondents were asked to indicate whether their systems had board policies and/or administrative guidelines in the area of human relations, and if so to enclose copies. Although 48 replied in the affirmative, several did not enclose the documents and some of the policies submitted were general statements regarding nondiscrimination in employment or equal educational opportunity. A few sample policies have been selected for reproduction on pages 56-60 of this Circular.

The questionnaire did not include an inquiry regarding the existence of city-wide, school, or student human relations councils, but in the materials submitted with the questionnaires it was possible to identify 26 systems which have one or more human relations councils operating on the city, school district, or school building level. As a sample, the statement outlining the policy and organization of human relations committees operating in Detroit, is reproduced on pages 56-57.

COMMENTS FROM HUMAN RELATIONS SPECIALISTS

The questionnaire included two areas of inquiry on which respondents were encouraged to "speak their minds" since their responses would not be identified with them or their school systems. Since there has been so much disagreement over the definition of the term "human relations" and the functions of the human relations special-

ist, respondents were asked if they are satisfied with the designation in their titles. Of the 94 who responded to the question, satisfaction with their titles was expressed by 66, including 27 with "human relations" in their titles. Twenty-eight of the specialists would like a title change. Twelve want the term "human relations" included, while seven whose titles already include this term would prefer other designations such as community relations, human affairs, human development, staff affairs, and intercultural education. The term "community relations" is the choice of five specialists overall. Three other respondents want their titles changed, but could offer no suggestions for a new title. One individual probably selected the most descriptive title when he suggested "special problems."

Although the above inquiry specified that it was limited to the respondent's concern about his title, and not about the administrative level to which his position is assigned, several expressed a desire that the position be upgraded so that it will have more "clout."

The questionnaire also asked each respondent to evaluate the effectiveness of his position at the local school level. Most respondents were quite candid in their comments, revealing a number of frustrations. None reported any overt personal animosity. Degrees of acceptance of the human relations program ranged from "excellent" to "with resistance, apprehension, and as a necessary evil of the time." Some of those who had been in the job for several years noted a progressively greater acceptance of their efforts. One specialist commented that it "required two years to win a majority of administrators and students," and another sees that "after five years there is a moderate acceptance of the program." A common complaint was that, while their day-to-day efforts receive a rather luke-warm reception, when crises arise they become indispensable.

Several specialists pointed out that change, and particularly attitudinal change, is always difficult to accomplish. "Unfortunately," one commented, "those who need it most are not responsive." Another elaborated, "In situations where people do not feel threatened by change or need for change, they (human relations efforts) are often welcomed enthusiastically. Because of the nature of the presence of, or the threat of, conflict, some efforts of this kind of department are anxiety-producing." Or as another respondent sees it, "As I attempt to implement programs for teachers and/or students in individual schools I am turned down many times (with the comment) 'Let's don't rock the boat.' Hence, I work too often after the crisis."

What are some of the specific problems human relations specialists encounter in their programs? The resistance to change by teachers and administrators has been mentioned. Some of the others named are listed below in the words of the respondents:

1. On the average there is apprehension and reluctance to share decision-making with parents or community groups.
2. Intransigence of traditional administrative postures, the extreme provincialism in some areas, and/or lack of authority vested in the position.
3. Fiscal and plant development are top priorities and human relations problems are seen as "minimal in volume."
4. Resistance to participation in mandatory faculty seminars.
5. There is hidden animosity that exists between teachers and administrators--misunderstanding and lack of local communication.
6. I am aware that a small segment of the black teaching force as well as of the black community still regard me as an "Uncle Tom" or "informer," primarily, I believe, because they do not understand my role in race relations.
7. My efforts are appreciated to the extent I get irate citizens off the superintendent's back.
8. The feeling exists that the department is expecting too much overnight.
9. Most school people deeply tied to the structure resist change--would want the specialists to sell the school product to the minority community. Their perception of my role does not include the need for internal change.
10. Failure to recognize problems of human relations--can't see the problems--they don't exist in our community.

11. School staff still views my position as being crisis oriented, rather than a necessary part of the total management team for the school district.
12. Unions view this office as a threat.
13. Some people still do not accept children from the poverty sector.

One specialist seemed unperturbed by any difficulties in gaining total acceptance. He commented, "Acceptance we have; whether reluctant or not, we do not concern ourselves with that."

What do human relations specialists feel will contribute to the success of their programs? Once again, the comments were quite candid. The main points are listed below, again in the respondents' own words:

1. The central administration and board of education must be vitally committed to the human relations program--public recognition, acceptance, and support.
2. The community must strongly endorse and utilize the services of the human relations office.
3. Real professional educators working in the school system, who are flexible enough to adjust their behaviors and general attitudes to meet the needs of children.
4. We must protect a position of not being spies or police; we must have an image that is not related to putting out or handling crises.
5. Greater effort in the area of inservice work with building administrators.
6. More time to work with people in the community and schools.
7. A team approach--thus, both the praise for whatever degree of success is attained and the blame for failures must be shared.
8. Should be a line, rather than a staff position. Serve directly under the superintendent.
9. Complete orientation program at the outset.
10. Pursuit of extensive self-awareness programs for teachers.
11. Involve more people in the program.
12. The provision of the most effective instructional program that can be devised by professional dedication and skill.
13. Don't be too radical in starting off the program or else you'll kill it before it takes root.

This study was designed and written by Suzanne K. Stemnock, Professional Assistant, Educational Research Service

COLLEGES AND UNIVERSITIES WHICH PROVIDE HUMAN RELATIONS SERVICES TO PARTICIPATING SCHOOL SYSTEMS

CALIFORNIA

CALIFORNIA STATE COLLEGE, Hayward - consultant services

CANADA COLLEGE, Redwood City - inservice classes in human relations

COLLEGE OF SAN MATEO, San Mateo - inservice classes in human relations

CONTRA COSTA COLLEGE, San Pablo - Career Opportunities Program to provide training for minority workers to move up in school district positions, i.e., teaching, counseling

DE ANZA COLLEGE, Cupertino - counselor aide programs and resource people

FOOTHILL JUNIOR COLLEGE, Los Altos Hills - minority counselor aides

SAN FRANCISCO COLLEGE FOR WOMEN, San Francisco - consultant services

SAN FRANCISCO STATE COLLEGE, San Francisco - consultant services

SAN JOSE STATE COLLEGE, San Jose - counselor aide programs and resource people

SONOMA STATE COLLEGE, Rohnert Park - ethnic studies courses

STANFORD UNIVERSITY, Stanford - consultant services

UNIVERSITY OF CALIFORNIA, Berkeley - consultant services

UNIVERSITY OF CALIFORNIA, Irvine - community seminars; adult education

UNIVERSITY OF CALIFORNIA, Los Angeles - "Campus Tomorrow" program to acquaint minority students with educational opportunities of the university

UNIVERSITY OF CALIFORNIA, Riverside - Western Desegregation Project (inservice, evaluation models, and social action research models)

UNIVERSITY OF CALIFORNIA, San Francisco - consultant services

UNIVERSITY OF SAN FRANCISCO, San Francisco - consultant services

COLORADO

COLORADO STATE UNIVERSITY, Ft. Collins - workshops and institutes in human relations

DENVER UNIVERSITY, Denver - workshops and institutes in human relations

UNIVERSITY OF COLORADO, Denver - workshops and institutes in human relations

DELAWARE

UNIVERSITY OF DELAWARE, Newark - funds and services through Title IV Center

FLORIDA

MIAMI-DADE JUNIOR COLLEGE, Miami - courses in human relations

UNIVERSITY OF MIAMI, Coral Gables - Desegregation Consulting Center (post-doctoral TTT fellows, training sessions for new staff, speakers and consultants for inservice conferences and seminars)

UNIVERSITY OF WEST FLORIDA, Pensacola - inservice components and consultants

ILLINOIS

UNIVERSITY OF ILLINOIS, Chicago - consultants and inservice instructors

INDIANA

INDIANA UNIVERSITY, Northwest Campus, Gary - consultants

UNIVERSITY OF NOTRE DAME, Notre Dame - student group dynamics

KANSAS

WICHITA STATE UNIVERSITY, Wichita - human relations workshops and special classes

MARYLAND

UNIVERSITY OF MARYLAND, College Park - internship programs for selected employees (includes human relations)

MICHIGAN

EASTERN MICHIGAN UNIVERSITY, Ypsilanti - inservice and preservice training for inner city teachers

MICHIGAN STATE UNIVERSITY, East Lansing - course in Negro history for teachers; inservice and preservice training for inner city teachers

UNIVERSITY OF MICHIGAN, Ann Arbor - Desegregation Project (consultant services in integrating Negro history; provides leaders for conferences and seminars in race relations; provides inservice and preservice training for inner city teachers

NEVADA

UNIVERSITY OF NEVADA, Las Vegas - courses for teachers and administrators

NEW YORK

ADELPHI UNIVERSITY, Garden City - social work

BUFFALO STATE COLLEGE, Buffalo - training of student teachers under Title III; Teacher Corps

NEW YORK UNIVERSITY, New York City - Department of Human Relations (staff for Title IV workshops in human relations and Negro history)

NORTH CAROLINA

NORTH CAROLINA STATE UNIVERSITY, Raleigh - workshops in human relations and consultant services

ST. AUGUSTINE'S COLLEGE, Raleigh - Educational and Human Relations Center (consultant services for human relations workshops and credit courses)

WAKE FOREST UNIVERSITY, Winston-Salem - Urban Affairs Institute (clearinghouse for college student participation; provides help with inservice workshops for teachers)

WAYNE COMMUNITY COLLEGE, Goldsboro - course in human relations

WINSTON-SALEM STATE UNIVERSITY, Winston-Salem - Academic Urban Affairs Consortium (clearinghouse college student participation; inservice workshops for teachers)

OHIO

UNIVERSITY OF DAYTON, Dayton - bicultural workshop in cooperation with school system

OKLAHOMA

UNIVERSITY OF OKLAHOMA, Norman - Consultative Center for EEO; Southwest Center for Human Relations Studies

PENNSYLVANIA

CHEYNEY STATE COLLEGE, Cheyney - staff development; research

LINCOLN UNIVERSITY, Lincoln University - staff development; research

TEMPLE UNIVERSITY, Philadelphia - staff development; research

UNIVERSITY OF PENNSYLVANIA, Philadelphia - staff development; research

SOUTH CAROLINA

UNIVERSITY OF SOUTH CAROLINA, Columbia - School Desegregation Unit (consultant services and in-service workshops for staff)

TENNESSEE

TENNESSEE STATE UNIVERSITY, Nashville - Career Opportunities Program

UNIVERSITY OF TENNESSEE, Knoxville - technical assistance in school desegregation, with emphasis on teacher inservice training

TEXAS

HOUSTON BAPTIST COLLEGE, Houston - consultant services

MIDWESTERN UNIVERSITY, Wichita Falls - tutoring program for high school students

TEXAS SOUTHERN UNIVERSITY, Houston - consultant services

UNIVERSITY OF HOUSTON, Houston - consultant services

VIRGINIA

UNIVERSITY OF VIRGINIA, Richmond - Consultative Resource Center on School Desegregation (in-service training for teachers)

WASHINGTON

SEATTLE UNIVERSITY, Seattle - human relations inservice training

WISCONSIN

UNIVERSITY OF WISCONSIN, Madison - courses in human relations and urban education

THE SCHOOL HUMAN RELATIONS SPECIALIST:

School system	Title of human relations specialist	% of time in HR activities	Cabinet member?	To whom does he report?
STRATUM 1--100,000 OR MORE ENROLLMENT (17 systems)				
LOS ANGELES, CALIF.	Supervisor, Human Relations (2)	100%	No	Administrator, Office of Urban Affairs
SAN DIEGO, CALIF.	Assistant to the Superintendent	50%	Yes	Superintendent
BROWARD COUNTY, FLA. (Ft. Lauderdale)	Director of Human Relations	100%	Yes	Superintendent
DADE COUNTY, FLA. (Miami)	Consultant, Intergroup Relations	100%	No	Director, Staff Development Department
HILLSBOROUGH COUNTY, FLA. (Tampa)	Director, Office of Human Relations	100%	Yes	Assistant Superintendent for Administration
CHICAGO, ILL.	Assistant Superintendent in charge of Integration and Human Relations	100%	Yes	Superintendent
INDIANAPOLIS, IND.	Director, Title IV	100%	No	Superintendent

HIS STATUS AND STAFF IN 1970-71

Staff of human relations unit	1970-71 salary	Qualifications of incumbent
<u>Clerical/secretarial</u> 1 full-time	1 @ $18,000 1 @ $21,700	1 - Master's degree in inner city education; certification and 16 years' experience as teacher; certification as guidance counselor; certification and 3 years' experience as administrator/supervisor + 4 years in present position. 1 - Bachelor's degree in elementary education; master's in elementary administration; doctorate in general administration; certification and 12 years' experience as teacher; certification and 1 year's experience as administrator/supervisor. In present position 3 years + 3 summers prior to formal establishment of position.
<u>Clerical/secretarial</u> 1 full-time 1 part-time	$25,000 + $5,000 for expenses	Bachelor's, master's, and doctorate in sociology and bachelor's degree in education; 20 years' teaching experience. In present position 6 years.
No staff	$18,300	Bachelor's degree in biology; master's in educational administration; working toward doctorate in administration; certification and 15 years' experience as teacher; certification and 3 years' experience as administrator/supervisor. First year in present position.
<u>Professional</u> 9 full-time human relations specialists <u>Clerical/secretarial</u> 1 full-time	$19,000 + $385 for expenses	Bachelor's degree in social science/history; master's in sociology/anthropology; doctorate in education (supervision and curriculum) in process; additional coursework in human relations, counseling, and social work; certification and 5 years' experience as teacher, 2 years as caseworker in child welfare and 2 years as school social worker. In present position 1 year.
<u>Professional</u> 5 full-time field staff specialists <u>Clerical/secretarial</u> 1 full-time <u>Paraprofessional</u> 15 full-time	$17,000 + $500 for travel	Bachelor's degree in business education; master's in educational administration; certification and 3 years' experience as teacher; certification and 13 years' experience as administrator/supervisor + 1 year in present position.
<u>Professional</u> 3 full-time directors 10 full-time staff assistants Also: 481 professionals and paraprofessionals in area and district offices and in schools. <u>Clerical/secretarial</u> 6 full-time 1 part-time	$34,344 + $960 for expenses	Bachelor's degree in education; master's and doctorate in educational administration; additional coursework in human relations; certification and 22 years' experience as teacher; certification and 17 years' experience as administrator/supervisor + 6 years in present position.
<u>Professional</u> 1 full-time advisory specialist <u>Clerical/secretarial</u> 1 full-time	$19,500 + expenses as needed	Bachelor's degree in social studies/physical education; master's in school administration/pupil personnel services; doctorate in school administration/sociology/pupil personnel services; certification and 4 years' experience as teacher; certification as guidance counselor; certification and 13 years' experience as administrator/supervisor + 1 year in present position.

THE SCHOOL HUMAN RELATIONS SPECIALIST:

School system	Title of human relations specialist	% of time in HR activities	Cabinet member?	To whom does he report?
STRATUM 1 SCHOOL SYSTEMS (Continued)				
NEW ORLEANS, LA.	Administrative Assistant to the Superintendent	70%	Yes	Superintendent
BALTIMORE, MD., city schools	Director of School-Community Relations	50%	No	Associate Superintendent for Personnel Services
MONTGOMERY COUNTY, MD. (Rockville)	Director, Department of Human Relations	100%	No	Superintendent
DETROIT, MICH.	Divisional Director, Intergroup Relations Department	100%	No	Deputy Superintendent, Division of School-Community Relations
NEW YORK, N. Y.	Assistant Administrative Director, Office of Intergroup Education	100%	No	Deputy Superintendent, Office of Instructional Services
CLEVELAND, OHIO	Administrative Assistant to the Superintendent, Office of Human Relations	100%	Yes	Superintendent
COLUMBUS, OHIO	Director of Human Relations--Intercultural Education	100%	No	Assistant Superintendent, Administration

HIS STATUS AND STAFF IN 1970-71

Staff of human relations unit	1970-71 salary	Qualifications of incumbent
Clerical/secretarial 1 full-time	$13,860 + $325 for expenses	Master's degree in English; 30 hours' coursework in educational administration; certification and 6 years' experience as teacher; certification and 7 years' experience as administrator/supervisor + 1½ years in present position
Professional 1 full-time associate in community relations Clerical/secretarial 2 full-time	$14,000-19,000	Bachelor's degree in secondary education/history; master's in social work/community organization; certification and 2 years' experience as teacher; administrative certification; 20 years' experience in community organization, information, referral, etc. In present position 2½ years.
Professional 1 full-time coordinator, human relations training 1 full-time coordinator, school and community relations Clerical/secretarial 2 full-time	$25,740 + 10¢ per mile for use of car	Bachelor's degree in administration; master's in personnel administration and industrial relations; many workshops and seminars in human relations; certification and 2 years' experience as teacher; 10 years' with the District of Columbia Human Relations Commission. In present position 1½ years.
Professional 3 full-time intergroup relations specialists 2 full-time human relations training specialists 5 other full-time, not specified Clerical/secretarial 4 full-time	$29,928	Bachelor's degree in education; master's in American history; doctorate in educational curriculum; certification and 12 years' experience as teacher; certification and 9 years' experience as administrator/supervisor + 3 years in present position.
Professional 11 teachers assigned full-time Clerical/secretarial 6 full-time Paraprofessional 1 part-time	$19,000	Bachelor's degree in sociology; master's in education; 30 hours above master's in human relations and administration and supervision; certification and 8 years' experience as teacher; certification and 4 years' experience as administrator/supervisor + 2 years in present position; has held key positions in community organizations.
Professional 1 full-time staff assistant Clerical/secretarial 1 full-time	$20,000	Bachelor's degree in history and government; master's in history and education; doctoral coursework in education; certification and 8 years' experience as teacher; certification and 3 years' experience as administrator/supervisor + 6 years in present position.
Professional 1 full-time coordinator of volunteer services 1 principal on full-time special assignment in student affairs Clerical/secretarial 1 full-time	$21,000	Bachelor's degree in education; master's in elementary administration; certification and 8 years' experience as teacher; administrative certification and 25 years as an elementary principal. In present position 3 years.

THE SCHOOL HUMAN RELATIONS SPECIALIST:

School system	Title of human relations specialist	% of time in HR activities	Cabinet member?	To whom does he report?
STRATUM 1 SCHOOL SYSTEMS (Continued)				
PHILADELPHIA, PA.	Director of Office of Community Affairs	100%	Yes	Superintendent
MEMPHIS, TENN., city schools	Director of Race Relations	100%	No	Assistant Superintendent, Department of Area Services
HOUSTON, TEXAS	Associate Superintendent, Human Relations	100%	Yes	Superintendent
STRATUM 2--50,000 TO 99,999 ENROLLMENT (24 systems)				
FRESNO, CALIF.	Director of Human Relations	100%	Yes	Superintendent
OAKLAND, CALIF.	Coordinator, Community Relations	100%	No	Associate Superintendent, Educational Development and Services

HIS STATUS AND STAFF IN 1970-71

Staff of human relations unit	1970-71 salary	Qualifications of incumbent
Professional 10 intergroup specialists School-community coordinators, Title I schools Paraprofessional 200+ neighborhood parents hired by school system Clerical/secretarial 5 full-time 1 part-time	$22,000 (11-month contract)	Bachelor's degree in history and sociology; master's in educational administration; group dynamics training; 16 years' teaching experience; certification and 2 years' experience as administrator/supervisor + 4 years in present position.
Professional 1 full-time area specialist for race relations 1 full-time Emergency School Assistance program director 1 full-time Emergency School Assistance field services coordinator 15 full-time cultural exchange visiting teachers Clerical/secretarial 3 full-time	$20,004 + gasoline for own car	Bachelor's degree in social science; master's in educational administration and supervision; institute training in school desegregation; 5 years' teaching experience; certification and 8 years' experience as administrator/supervisor + 2 years in present position.
Professional 4 full-time consultants 4 full-time teacher specialists Paraprofessional 4 full-time Clerical/secretarial 5 full-time	$20,000 + travel expenses	Bachelor's degree in industrial arts; master's in administration; additional work toward doctorate; certification and 8 years' experience as teacher; certification and 12 years' experience as administrator/supervisor + 1 year in present position.
Professional 2 full-time human relations specialists Clerical/secretarial 1 full-time	$18,300 + $480 for expenses	Bachelor's degree in music; master's in school administration; certification and 12 years' experience as teacher; certification as guidance counselor; certification and 3½ years' experience as administrator/supervisor + 1 year in present position.
Professional 2 full-time assistants in human relations 4 teachers on full-time special assignment in community relations Clerical/secretarial 6 full-time part-time as needed Paraprofessional 9 full-time	$23,000	Bachelor's degree in sociology; master's in social work; graduate work in educational psychology and educational administration; certification for guidance work, pupil personnel, and psychometry and experience as guidance consultant and supervisor of social caseworkers; certification and 15 year's experience as administrator/supervisor + 6 years in present position.

THE SCHOOL HUMAN RELATIONS SPECIALIST:

School system	Title of human relations specialist	% of time in HR activities	Cabinet member?	To whom does he report?
STRATUM 2 SCHOOL SYSTEMS (Continued)				
SACRAMENTO, CALIF.	Assistant to the Superintendent, Intergroup Relations	100%	Yes	Superintendent
SAN FRANCISCO, CALIF.	Assistant Superintendent, Human Relations	100%	Yes	Associate Superintendent, Instruction
DENVER, COLO.	Executive Director, Office of School-Community Relations	100%	Yes	Superintendent
ORANGE COUNTY, FLA. (Orlando)	Director, Pupil Placement	70%	No	Deputy Superintendent of Administration
POLK COUNTY, FLA. (Bartow)	Coordinator of Human Relations	100%	Yes	Superintendent
WICHITA, KANS.	Coordinator of Intergroup Affairs	100%	No	Deputy Superintendent; Director of Local, State, and Federal Relations Services Division
JEFFERSON COUNTY, KY,--excluding Louisville city schools (P.O. Louisville)	Human Relations Specialist (2)	100%	No	Associate Superintendent for Instruction
CADDO PARISH, LA. (Shreveport)	Director of Human Relations	100%	Not applicable	Assistant Superintendent, Instruction and Curriculum

HIS STATUS AND STAFF IN 1970-71

Staff of human relations unit	1970-71 salary	Qualifications of incumbent
Professional 3 full-time intergroup relations advisers Clerical/secretarial 1 full-time	$21,000	Bachelor's degree in social science; master's in guidance; doctorate in guidance and psychology; certification and 3 years' experience as teacher; certification and 3 years' experience as supervisor. In present position 5 years.
Professional 2 full-time field representatives Clerical/secretarial 3 full-time Paraprofessional 1 part-time	$30,165 + necessary expenses	Doctorate in education; advanced courses in human relations; certification and 2 years' experience as teacher; certification and 26 years' experience as administrator/supervisor + 8 years in present position.
Professional 2 full-time supervisors-teachers on special assignment 22 part-time teachers Clerical/secretarial 2 full-time; 1 part-time	$21,000 + $1,500 for expenses	Bachelor's degree in physical education; master's in education; 15 hours toward doctorate; certification and 21 years' experience as teacher; certification and 3 years' experience as administrator/supervisor + 8 years in present position. Also has been cultural affairs officer (foreign travel and congressional liaison) for U. S. government.
Clerical/secretarial 1 part-time	$14,300	Bachelor's degree in physical education; master's in administration; 30 hours beyond the master's; certification and 23 years' experience as teacher; certification and experience in guidance; certification and 15 years' experience as administrator/supervisor + 4 years in present position.
Professional 4 full-time human relations specialists Clerical/secretarial 1 full-time	$13,360 + $600 for expenses	Bachelor's degree in elementary education; master's in administration/supervision; 36 quarter hours toward doctorate; certification and 11 years' experience as teacher; certification and 20 years' experience as administrator/supervisor + 2 years in present position.
Clerical/secretarial 1 part-time	$13,810	Bachelor's degree in mathematics; master's in education; 13 years' teaching experience; certification and 2 years' experience as administrator/supervisor + 1 year in present position.
Clerical/secretarial 2 full-time 1 part-time	1 @ $19,750 + 10¢ a mile 1 @ $19,334 + 10¢ a mile	1 - Bachelor's degree in science; master's in counseling and guidance; certification and 8 years' experience as teacher; certification as guidance counselor; 2 years' administrative experience + 2 years in present position. 1 - Bachelor's degree in health/physical education; master's in education; certification and 10 years' experience as teacher; certification and 19 years' experience as secondary principal. In present position 2 years.
Clerical/secretarial 1 part-time	$15,250 + $65 a month for expenses	Bachelor's degree in education; master's in counseling and guidance; doctorate in educational psychology and counseling; certification and 10 years' experience as teacher; certification and 6 years' experience as guidance counselor. In present position 1 year.

THE SCHOOL HUMAN RELATIONS SPECIALIST:

School system	Title of human relations specialist	% of time in HR activities	Cabinet member?	To whom does he report?
STRATUM 2 SCHOOL SYSTEMS (Continued)				
ANNE ARUNDEL COUNTY, MD. (Annapolis)	Consultant in Community Affairs	100%	Yes	Superintendent
MINNEAPOLIS, MINN.	Assistant Superintendent for Intergroup Education	100%	Yes	Superintendent
ST. PAUL, MINN.	Assistant to the Superintendent for Urban Affairs	100%	Yes	Superintendent
OMAHA, NEBR.	Assistant Superintendent, Human-Community Relations	100%	Yes	Superintendent
CLARK COUNTY, NEV. (Las Vegas)	Director of the Department of Intergroup Education	50%	Yes	Superintendent

HIS STATUS AND STAFF IN 1970-71

Staff of human relations unit	1970-71 salary	Qualifications of incumbent
Clerical/secretarial 1 part-time	$16,277	Bachelor's degree and 18 hours toward master's in elementary education; certification and 18 years' experience as teacher; certification and 31 years' experience as administrator/supervisor + 2 years in present position.
Professional 5 full-time teachers on special assignment Clerical/secretarial 2 full-time Paraprofessional 1 full-time 3 part-time	$23,000 + use of car	Doctorate in administration, educational psychology, and urban relations; certification and 5 years' experience as teacher; certification as guidance counselor; certification and 4 years' experience as administrator/supervisor + 2 years in present position.
Clerical/secretarial 2 full-time	$19,500	Bachelor's degree in business administration; additional coursework in government; certification and 12½ years' experience as teacher; 2 years as equal opportunity programs administrator in business; 2 years as personnel counselor; experience conducting sensitivity training workshops; experience in recruiting minority personnel. First year in present position.
Professional 1 full-time director of Nebraska Urban Education Consortium 1 full-time director of Career Opportunities Program 1 full-time coordinator of EDPA VIP Program Clerical/secretarial 2 full-time Paraprofessional 48 full-time in Career Opportunities 12 part-time	$24,882 + $450 for expenses	Bachelor's and master's degrees and 30 hours additional graduate work and workshops; 9 years' teaching experience; certification and 23 years' experience as administrator/supervisor + 2 years in present position.
Professional 1 full-time human relations specialist 1 full-time intergroup consultant Clerical/secretarial 2 full-time Paraprofessional 4 full-time community aides	$18,828	Bachelor's degree in political science; master's in economic education; doctorate in curriculum and supervision; certification and 4 years' experience as teacher; certification as administrator/supervisor. In present position 2 years.

THE SCHOOL HUMAN RELATIONS SPECIALIST:

School system	Title of human relations specialist	% of time in HR activities	Cabinet member?	To whom does he report?
STRATUM 2 SCHOOL SYSTEMS (Continued)				
BUFFALO, N. Y.*	Director, Human Relations Education Center*	100%	No	Associate Superintendent for Curriculum Evaluation and Development
WINSTON-SALEM/FORSYTH COUNTY, N. C. (Winston-Salem)	Director of Inter-group Relations	100%	No	Superintendent
AKRON, OHIO	Executive Director, Research and Community Relations	60%	Yes	Superintendent
DAYTON, OHIO	Director, Equal Educational Opportunity	100%	No	Superintendent
TOLEDO, OHIO	Director of Human Relations	100%	No	Director of Community Relations
TULSA, OKLA.	Director, Department of Human Relations	100%	No	Assistant Superintendent for Administrative Services
PORTLAND, OREG.	Superintendent's Associate for Staff and Community Relations	75%	Yes	Superintendent
METROPOLITAN SCHOOL SYSTEM, NASHVILLE, TENN.	Director of Human Relations	100%	Yes	Superintendent

*BUFFALO, N.Y.: The Human Relations Education Center is an ESEA Title III project aimed at improving the teaching of human relations through curriculum adaptation and development and inservice education activities. The Buffalo Public Schools is the administrative agency for the grant, but the project serves 41 school districts in Niagara and Erie Counties.

HIS STATUS AND STAFF IN 1970-71

Staff of human relations unit	1970-71 salary	Qualifications of incumbent
Professional 5 full-time demonstration teachers Clerical/secretarial 1 full-time	$20,900	Bachelor's degree in science; master's in educational administration; advanced coursework in administration; certification and 10 years' experience as teacher; certification as guidance counselor; 3 years as director of a Title III human relations education project; certification and 4 years' experience as administrator/supervisor + 4 years in present position.
Professional 1 full-time coordinator of student affairs Clerical/secretarial 1 full-time	$14,420 + $517 for expenses	Bachelor's degree in sociology; master's in guidance; certification as guidance counselor; 7 years as school social worker; 6 years with social agencies. In present position 1 year.
Clerical/secretarial 1 full-time Paraprofessional 1 full-time	$23,000	Bachelor's degree in social studies; master's in history; doctorate in education; certification and 13 years' experience as teacher; experience in group work and recreation; certification and 8 years' experience as administrator/supervisor + 4 years in present position.
Clerical/secretarial 1 full-time	$17,500	Master's degree in education; certification and 11 years' experience as teacher; certification and 17 years' experience as administrator/supervisor + 2 years in present position. Has been chairman of city human relations council.
Clerical/secretarial 1 full-time Paraprofessional 16 full-time	$14,140	Counselor and director of local opportunity center; minister. In present position 1 year.
Professional 1 full-time assistant director Clerical/secretarial 1 full-time	$12,900	Bachelor's degree in social studies; master's in education; certification and 4 years' experience as teacher. In present position 1 year.
Professional 7 full-time community advisory specialists (Title IV) Community agents Community aides in several high schools	$23,000	Position vacant. Prefer doctorate in educational administration.
Professional 2 full-time human relations consultants Clerical/secretarial 1 full-time	$18,000	Bachelor's degree in industrial education; master's in administration and supervision; additional courses in sociology; certification and 5 years' experience as teacher; 13 years' experience as administrator/supervisor. First year in present position.

THE SCHOOL HUMAN RELATIONS SPECIALIST:

School system	Title of human relations specialist	% of time in HR activities	Cabinet member?	To whom does he report?
STRATUM 2 SCHOOL SYSTEMS (Continued)				
SEATTLE, WASH.	Assistant to the Superintendent for Intergroup Relations	50%	Yes	Superintendent
STRATUM 3--25,000 TO 49,999 (22 systems)				
PHOENIX, ARIZ.--Union High School District	Consultant for Human Relations	100%	No	Superintendent
COMPTON, CALIF.	Staff Assistant--Human Relations	100%	Yes	Assistant Director, Office of Staff Development
RICHMOND, CALIF.	Supervisor of Integration Promotion	100%	No	Deputy Superintendent
SANTA ANA, CALIF.	Coordinator of Intergroup Education	100%	Yes	Superintendent
HARTFORD, CONN.	Administrative Assistant to the Superintendent	100%	No reply	Superintendent
ESCAMBIA COUNTY, FLA. (Pensacola)	Director, Emergency Aid Program	100%	Yes	Superintendent; Directors of Elementary and Secondary Education

HIS STATUS AND STAFF IN 1970-71

Staff of human relations unit	1970-71 salary	Qualifications of incumbent
Professional 1 full-time coordinator of inter-group relations 1 full-time coordinator of school-community liaison services Clerical/secretarial 3 full-time Paraprofessional 50 full-time home-school aides and bus supervisors	$21,500	Bachelor's degree in agriculture education and sociology; master's in social work (community organization); certification and 1 year's experience as teacher; 9 years as director of Minneapolis Urban League; 3 years on New York City Youth Board; 1 year on Washington State Board Against Discrimination. In present position 4 years.
Clerical/secretarial 1 full-time	$18,716	Bachelor's and master's degrees in biological sciences; graduate work in supervision, psychology of education, science education, curriculum and teaching, family relations, and curriculum and teaching in depressed urban areas; certification and 22 years' experience as teacher; certification and 5 years' experience as supervisor; work with federal agencies, extensive community service, national committee assignments; program planner in school-community relations; has written articles on better living. In present position 2 years.
Clerical/secretarial 4 full-time	$12,034 (11-month contract)	Bachelor's degree in elementary education; master's in elementary teaching; certification and 7 years' experience as teacher; elementary school administration certificate. First year in present position.
Professional 1 full-time research assistant Clerical/secretarial 1 full-time 1 part-time Paraprofessional 2 full-time	$19,500 + $500 for expenses (10-month contract)	Bachelor's degree in business administration; master's in education; certification and 7 years' experience as teacher; certification and 2 years' experience as administrator/supervisor + 2 years in present position.
Clerical/secretarial 1 full-time Paraprofessional 7 full-time	$18,180	Bachelor's degree in elementary education; certification and 11 years' experience as teacher. In present position 3 years.
Clerical/secretarial 1 full-time	$24,000	Bachelor's degree in education; master's in educational administration; 6th year degree in urban education/administration; certification and 5 years' experience as teacher; certification and 7 years' experience as administrator/supervisor + 3 years in present position.
Professional 1 full-time assistant director 6 full-time curriculum specialists Clerical/secretarial 1 full-time	$13,000 + 10¢ a mile for travel	Bachelor's degree in secondary education/social studies; working toward master's in social work; certification and 16 years' experience as teacher; certification and 3 years' experience as school social worker. In present position 1 year.

THE SCHOOL HUMAN RELATIONS SPECIALIST:

School system	Title of human relations specialist	% of time in HR activities	Cabinet member?	To whom does he report?
STRATUM 3 SCHOOL SYSTEMS (Continued)				
PEORIA, ILL.	Director of Intergroup Relations	100%	No	Associate Superintendent
SOUTH BEND, IND.	Human Relations Coordinator	100%	No	Superintendent
FAYETTE COUNTY, KY., excluding Lexington city schools (P.O., Lexington)	Director of Urban Affairs	100%	Yes	Superintendent; Head, Division of Community Relations
FLINT, MICH.	Administrative Assistant to the General Superintendent of Community Education	50%	Yes	Superintendent
ROBBINSDALE, MINN.	Social Studies Consultant	50%	No	Superintendent (on human relations matters)
SYRACUSE, N. Y.	Director of Intercultural Relations	100%	Yes	Superintendent
YONKERS, N. Y.*	Special Assistant to the Superintendent of Schools for Human Relations	70%	Yes	Superintendent
GREENSBORO, N. C.	Assistant Superintendent for Administration	50%	Yes	Superintendent

*YONKERS, N. Y.: The Yonkers school district is a member of a regional human relations project involving five cities. Consultants and projects are provided member districts.

HIS STATUS AND STAFF IN 1970-71

Staff of human relations unit	1970-71 salary	Qualifications of incumbent
Clerical/secretarial 1 full-time Paraprofessional 2 full-time school-community aides	$16,000	Bachelor's degree in physical education and biology; master's in guidance counseling; certification and 4 years' experience as teacher; 3 years' experience as administrator/supervisor + 1 year in present position.
Professional 2 full-time high school advisors of student affairs Clerical/secretarial 1 full-time	$14,500 + $500 for expenses (10-month contract)	Bachelor's and master's degrees in education; certification and 10 years' experience as teacher. In present position 1 year.
Clerical/secretarial 1 full-time	$14,500 + $400 for expenses	Bachelor's degree in science; master's in health and physical education; 60 hours in education and psychology; 21 years' teaching experience; certification and 8 years' experience as administrator/supervisor + 2 years in present position.
Clerical/secretarial 1 full-time + use of secretarial pool	$20,000 + $240 car allowance	Bachelor's and master's degrees in sociology; coursework for doctorate in sociology; certification and 17 years' experience as junior college teacher; 2 years' experience as college department head; 7 years' social work experience with state prison, county bureau of social aid, and U. S. Employment Service; experience in research. In present position 5½ years.
No staff	$18,700 + $600 for expenses (45-week contract)	Bachelor's and master's degrees in social studies; coursework completed for doctorate in education and social studies; certification and 7 years' experience as teacher. In present position 4 years (human relations responsibilities for 2 years).
Professional 1 full-time administrative assistant Clerical/secretarial 1 full-time	$23,208	Bachelor's degree in vocational agriculture; master's in administration; C.A.S. in elementary education; certification and 6 years' experience as teacher; certification and 22 years' experience as administrator/supervisor + 1 year in present position.
Clerical/secretarial 1 full-time	$20,480	Bachelor's and master's degrees in education; coursework in educational administration; certification and 14 years' experience as teacher; elementary and secondary special education certificate; personnel work in Army; experience with Federal Housing Administration; assistant night supervisor at youth house; certification and 15 years' experience as administrator/supervisor + 3 years in present position.
Clerical/secretarial 1 part-time	$16,000	Bachelor's and master's degrees in education; extensive postgraduate work in psychology, sociology, sensitivity training, seminars; certification and 13 years' experience as teacher; certification and 4 years' experience as administrator/supervisor + 2 years in present position.

THE SCHOOL HUMAN RELATIONS SPECIALIST:

School system	Title of human relations specialist	% of time in HR activities	Cabinet member?	To whom does he report?
STRATUM 3 SCHOOL SYSTEMS (Continued)				
WAKE COUNTY, N. C., excluding Raleigh city schools (P.O., Raleigh)	Advisory specialist	100%	No	Superintendent; Assistant Superintendent, Federal Programs
COLUMBIA, S. C.	Director, Emergency School Assistance Projects	100%	No	Superintendent
SHELBY COUNTY, TENN., excluding Memphis city schools (P.O., Memphis)	Assistant Superintendent, Special Services	95%	Yes	Superintendent
SALT LAKE CITY, UTAH	Minorities Consultant	85%	No	Assistant Superintendent, Education Department
HAMPTON, VA.	Advisory Specialist on Integration	100%	Yes	Superintendent
NEWPORT NEWS, VA.	Coordinator of Desegregation Affairs	100%	No	Director of Instruction
RICHMOND, VA.	Advisory Specialist	100%	Yes	Director of Federal Programs
MADISON, WIS.	Director of Human Relations	100%	Yes	Superintendent

HIS STATUS AND STAFF IN 1970-71

Staff of human relations unit	1970-71 salary	Qualifications of incumbent
Professional 1 full-time assistant advisory specialist 1 full-time director of student involvement Clerical/secretarial 1 full-time	$12,000 + 10¢ a mile for travel	Bachelor's degree in chemistry; coursework toward master's; certification and 13 years' experience as teacher; audio-visual specialist and consultant with educational leadership and human relations center on college level. In present position 3 years.
Clerical/secretarial 1 full-time 3 part-time Paraprofessional 4 full-time community aides	$13,500 + $600 for travel	Bachelor's degree in history; master's in sociology; certification and 3 years' experience as teacher; certification and 19 years' experience as elementary and secondary principal and supervisor; 3 summers as director of district and county Head Start programs. First year in present position
Clerical/secretarial 2 part-time	$18,000	Bachelor's degree in social science; master's in administration and supervision; certification and 3 years' experience as teacher; certification and 30 years' experience as administrator/supervisor + 3 years in present position.
Paraprofessional 8 part-time	$10,650 + $250 for expenses (10-month contract)	Bachelor's degree in French, Spanish, and business; master's in secondary education; certification and 8 years' experience as teacher; certification and 5 years' experience as administrator/supervisor; 3 years as state director of basic education and vocational training program for disadvantaged. First year in present position.
Clerical/secretarial 1 full-time	$14,190 + expenses (11-month contract)	Master's degree in social sciences; postgraduate work in supervision, curriculum, and social studies; attendance at human relations workshops; certification and 25 years' experience as teacher; certification and 7 years' supervisory experience. In present position 3 years.
Clerical/secretarial 1 part-time	$14,400	Bachelor's and master's degrees in education; 10 years' experience as teacher; certification and 5 years' experience as administrator/supervisor. First year in present position.
Professional 3 full-time school-community coordinators 1 full-time student activities coordinator Clerical/secretarial 1 full-time	$9,570	Bachelor's degree in education; certification and 3 years' experience as teacher; former school board member and active in community affairs and politics in another state. First year in present position.
Professional 1 full-time resource teacher Clerical/secretarial 1 part-time	$22,008 + $450 for expenses	Bachelor's degree in social sciences; master's in guidance and counseling; working toward doctorate in urban education; certification and 3 years' experience as teacher; certification as guidance counselor; certification and 8 years' experience as administrator/supervisor + 2 years in present position.

THE SCHOOL HUMAN RELATIONS SPECIALIST:

School system	Title of human relations specialist	% of time in HR activities	Cabinet member?	To whom does he report?
STRATUM 4--12,000 TO 24,999 ENROLLMENT (40 systems)				
ALHAMBRA, CALIF.	Intergroup Relations Consultant	75%	No reply	Superintendent
FREMONT UNION HIGH SCHOOL DISTRICT, CALIF. (Sunnyvale)	Human Relations Coordinator	100%	Yes	Assistant Superintendent
PALO ALTO, CALIF.	Assistant to the Superintendent, Multicultural Education	100%	Yes	Superintendent
POMONA, CALIF.	Coordinator of Intergroup Education and Consultant on Mexican-American Relations	100%	No	Superintendent
REDLANDS, CALIF.	Coordinator, Intergroup Relations	100%	No	Superintendent; Assistant Superintendent, Instruction
SAN MATEO, CALIF.--Elementary School District	Director, Human Relations	100%	Yes	Superintendent

HIS STATUS AND STAFF IN 1970-71

Staff of human relations unit	1970-71 salary	Qualifications of incumbent
Clerical/secretarial 1 part-time Paraprofessional 3 full-time at secondary level	$12,126	Bachelor's degree in chemistry; graduate courses in social work and minority studies; 3½ years in school social work. In present position 2 years.
Clerical/secretarial 1 full-time Paraprofessional 1 full-time 2 part-time	$20,000	Bachelor's degree in physical education; master's in guidance and counseling; certification and 12 years' experience as teacher; certification as guidance counselor; certification and 7 years' experience as administrator/supervisor + 2 years in present position.
Professional 3 full-time multicultural specialists 32 part-time multicultural building leaders 24 part-time multicultural group leaders Clerical/secretarial 1 full-time Paraprofessional 5 part-time	$23,000 + $500 for expenses	Bachelor's degree in psychology/sociology; additional training in intergroup relations and organizational development; 4 years in management on state level; 3 years as training director of state P&CSD. In present position 2 years.
Clerical/secretarial 1 part-time Paraprofessional 1 part-time liaison assistant	$17,250 + $600 for expenses	Master's degree in school administration; 13 years' teaching experience; certification and 9 years' experience as administrator/supervisor + 1 year in present position.
Clerical/secretarial 1 full-time 1 part-time Paraprofessional 6 full-time Title IV aides	$16,661 + $333 for expenses	Bachelor's degree in education; master's in history; certification and 15 years' experience as teacher; certification and 3 years' experience as administrator/supervisor + 2 years in present position.
Professional 1 full-time director, Title I and Title IV 1 full-time school social worker 1 full-time school-community counselor Clerical/secretarial 1 part-time 1 full-time Paraprofessional 9 full-time community aides 5 part-time bus supervisors	$21,000 + $600 for expenses	Bachelor's degree in elementary education; master's in educational administration; certification and 5 years' experience as teacher; certification and 6 years' experience as administrator/supervisor + 3 years in present position.

THE SCHOOL HUMAN RELATIONS SPECIALIST:

School system	Title of human relations specialist	% of time in HR activities	Cabinet member?	To whom does he report?
STRATUM 4 SCHOOL SYSTEMS (Continued)				
SAN MATEO, CALIF.--Union High School District	Human Relations Specialist	100%	Yes	Superintendent
SANTA BARBARA, CALIF.	Specialist, Intergroup Education	100%	No	Superintendent
SANTA CLARA, CALIF.	Community Relations Specialist	100%	No	Superintendent
SANTA ROSA, CALIF.	Human Relations Coordinator	100%	No	Superintendent
SEQUOIA UNION HIGH SCHOOL DISTRICT, CALIF. (Redwood City)	Acting Director of Human Relations and Inservice Training	50%	No	Superintendent (on human relations matters)
BOULDER VALLEY SCHOOL DISTRICT, COLO. (Boulder)	Coordinator of Community Services	60%	No	Superintendent; Directors of Elementary and Secondary Education
LITTLETON, COLO.	Supervisor of Community Services	50%	No	Assistant Superintendent for Instruction

HIS STATUS AND STAFF IN 1970-71

Staff of human relations unit	1970-71 salary	Qualifications of incumbent
Professional 1 full-time teacher consultant in human relations	$19,175 + $480 for expenses	Bachelor's degree in social studies; working toward master's in administration; certification and 4 years' experience as teacher; managerial experience in business. In present position 1½ years.
Clerical/secretarial 1 full-time		
Paraprofessional 3 full-time student services aides		
Clerical/secretarial 1 full-time	$18,900	Bachelor's degree in education; master's in administration of special education; certification and 9 years' experience as teacher; director of tutorial programs for two summers; certification as supervisor and administrator. In present position two years.
Clerical/secretarial 1 part-time bilingual student secretary	$15,624 + 10¢ a mile for travel	Bachelor's degree in Latin-American history; some coursework in counseling; ½ year teaching experience; experience in writing curriculum materials for history courses; 1 year administrative experience + 2 years in present position.
Clerical/secretarial 1 full-time	$16,000 + $1,000 for expenses	Bachelor's degree in physical education; master's degree in administration of recreation; additional coursework in school administration; certification and 9 years' experience as teacher; 2 years' administrative experience + 2 years in present position.
Professional 1 full-time coordinator of community workers 1 full-time coordinator of community-elementary school desegregation programs 1 full-time project assessment officer	$21,135 + 10¢ a mile for travel	Bachelor's degree in general curriculum; master's in educational administration; certification and 8 years' experience as teacher; certification and 15 years' experience as administrator/supervisor; experience giving group process training. Served 5 months as Assistant Director of Human Relations before taking over as Acting Director (May 1971).
Clerical/secretarial 1 full-time		
Paraprofessional 7 full-time school-community workers		
Clerical/secretarial 1 part-time	$14,550 + $90 for mileage	Bachelor's degree in education (Spanish history); master's in education (social science); 24 post-graduate hours in school administration; certification and 3 years' experience as teacher; certification as administrator; bilingual. In present position 2 years.
Clerical/secretarial 1 part-time	$13,250 (10-month contract)	Bachelor's degree in general secondary education; master's in educational psychology and guidance; certification and 8½ years' experience as teacher; certification as guidance counselor. In present position 3 years.

THE SCHOOL HUMAN RELATIONS SPECIALIST:

School system	Title of human relations specialist	% of time in HR activities	Cabinet member?	To whom does he report?
STRATUM 4 SCHOOL SYSTEMS (Continued)				
WILMINGTON, DEL.	Assistant to the Superintendent for Community Relations	50%	Yes	Superintendent
MANATEE COUNTY, FLA. (Bradenton)	Advisory Specialist	75%	No	Assistant Superintendent for Instruction
HAMMOND, IND.	Advisory Specialist	100%	Yes	Superintendent
CEDAR RAPIDS, IOWA	Human Relations Consultant	100%	Yes	Mayor and Assistant Superintendent of Instructional Services (employed by city government's human relations commission and loaned to the school district full-time)
ANN ARBOR, MICH.	Human Relations Ombudsman	100%	Yes	Superintendent
PONTIAC, MICH.	Director of Public Information, Compliance, and Intergroup Relations	70%	Yes	Superintendent
DULUTH, MINN.	Administrative Assistant for Human Relations	100%	Yes	Superintendent

HIS STATUS AND STAFF IN 1970-71

Staff of human relations unit	1970-71 salary	Qualifications of incumbent
Clerical/secretarial 1 full-time	$17,105	Bachelor's degree in English; master's in social work; certification and 5 years' experience as teacher; trainer for National Training Laboratories Institute for Applied Behavioral Science; certification and 6 years' experience as administrator/supervisor + 4 years in present position.
Professional 6 full-time counselors Clerical/secretarial 1 full-time	$14,775	Bachelor's degree in elementary education and history; master's in supervision and administration; coursework in human relations; certification and 11 years' experience as teacher; 3 years' as college counselor; certification and 28 years' experience as administrator/supervisor + 6 years in present position.
Clerical/secretarial 1 full-time 1 part-time	$20,000 + expenses as needed	Bachelor's degree in secondary education (social science); master's in educational administration; training as organizer for craft union; certification and 12 years' experience as teacher; certification and 5½ years as administrator/supervisor. First year in present position.
Paraprofessional 1 part-time	$10,090	Two years of college--computer degree; 4 years' experience working with black parents, students, and agencies. In present position 1 year.
Clerical/secretarial 1 full-time	$18,250	Bachelor's degrees in social sciences/English and divinity; doctorate in divinity; graduate courses in education; 4 years' college teaching experience; 20 years' experience in educational administration and supervision; experience as administrator and director of community-based and directed organizations. First year in present position.
Professional 1 full-time coordinator of public information Clerical/secretarial 1 full-time	$23,832 + $100 for travel expenses (11-month contract)	Bachelor's degree in education; master's in educational administration; additional hours in sociology; certification and 6 years' experience as teacher; industrial relations secretary to the Urban League; 10 years' administrative/supervisory experience + 5 years in present position.
Professional 1 full-time Indian Education Director Clerical/secretarial 1 part-time Paraprofessional 2 part-time	$10,500 + $500 for expenses	Bachelor's degree in English/religion; 12 graduate hours in education; certification and 2 years' teaching experience; experience in Head Start, Upward Bound, and as human relations advisor in military. First year in present position.

THE SCHOOL HUMAN RELATIONS SPECIALIST:

School system	Title of human relations specialist	% of time in HR activities	Cabinet member?	To whom does he report?
STRATUM 4 SCHOOL SYSTEMS (Continued)				
ELMIRA, N. Y.	Administrative Assistant to the Superintendent and Director of Project EQUIP (racial balance project)	60%	Yes	Superintendent
NEWBURGH, N. Y.	Director, Urban Education	100%	Yes	Assistant Superintendent, Finance and Federally Aided Programs
NEW ROCHELLE, N. Y.	Coordinator, Office of School-Community Relations	100%	Yes	Superintendent
FAYETTEVILLE, N. C., city schools	Director, Human Relations Department	100%	No	Assistant Superintendent of Special Programs
PITT COUNTY, N. C., excluding Greenville city schools (P.O., Greenville)	Administrative Assistant to the Superintendent	100%	Yes	Superintendent
WAYNE COUNTY, N.C., excluding Goldsboro city schools (P.O., Goldsboro)	Human Relations Coordinator	100%	Yes	Assistant Superintendent
BRISTOL TOWNSHIP, PA. (Bristol)	Human Relations Coordinator	100%	Yes	Superintendent

HIS STATUS AND STAFF IN 1970-71

Staff of human relations unit	1970-71 salary	Qualification of incumbent
Professional 1 full-time school-community liaison worker 1 part-time counselor Clerical/secretarial 1 part-time Paraprofessional 5 full-time community aides	$19,500	Bachelor's degree in education; master's in guidance and administration; 30 hours beyond master's; certification and 22 years' experience as teacher; certification as guidance counselor; certification and 12 years' experience as administrator/supervisor + 3 years in present position.
Professional 2 full-time home-school liaison workers 2 full-time bilingual teachers 5 full-time guidance counselors 1 full-time and 6 part-time music teachers Clerical/secretarial 1 full-time	$15,020 (10-month contract)	Bachelor's degree in liberal arts; master's in elementary education and special education; working on advanced degree in administration and supervision; certification and 11 years' experience as teacher in urban setting; 2 years' administrative experience + 1½ years in present position.
Clerical/secretarial 1 full-time	$17,000	Bachelor's degree in geography/history; 50 graduate hours; special training at National Training Laboratories' and other institutions; certification and 15 years' experience as teacher. In present position 2 years.
Clerical/secretarial 1 full-time	$12,000 + $1,000 for expenses	Bachelor's degree in social sciences and English; graduate study in social work; special training in group work; certification and 13 years' as teacher; 7 years' school administrative experience; 17 years' in group work (caseworker, recreational programmist, social counselor, community center executive director); 3 years' on city human relations council. First year in present position.
Clerical/secretarial 1 part-time	$12,000	Bachelor's degree in biology; working toward master's in educational administration; certification and 9 years' experience as teacher; 4 years' administrative/supervisory experience + 1 year in present position.
Professional 3 full-time home-school counselors	$13,800 + $600 for expenses	Bachelor's degree in social studies; masters' in school administration and supervision; working toward doctorate in administration and guidance; sixth year certificate; certification as teacher; certificate in human relations; certification and 30 years' experience in administration and supervision + 2 years in present position.
Clerical/secretarial 1 part-time	$15,000	Bachelor's degree in history; master's in political science and educational administration; certification and 10 years' experience as teacher; experience as social worker and gang worker; certification and 3 years' experience as administrator/supervisor + 2 years in present position.

THE SCHOOL HUMAN RELATIONS SPECIALIST:

School system	Title of human relations specialist	% of time in HR activities	Cabinet member?	To whom does he report?
STRATUM 4 SCHOOL SYSTEMS (Continued)				
CENTENNIAL SCHOOL DISTRICT, PA. (Warminster)	Director of Social Services	50%	No	Director of Pupil Services
ABILENE, TEXAS	Director of Human Relations	100%	Yes	Superintendent
GALVESTON, TEXAS	Coordinator of Community and Human Relations	100%	Yes	Superintendent
WICHITA FALLS, TEXAS	Administrative Assistant to the Superintendent in Integration	100%	Yes	Superintendent
ALEXANDRIA, VA.	Director of Staff Relations	100%	Yes	Superintendent
CHESAPEAKE, VA.	Director of Intergroup Education	100%	Yes	Superintendent
LYNCHBURG, VA.	Planning Coordinator	60%	Yes	Superintendent

HIS STATUS AND STAFF IN 1970-71

Staff of human relations unit	1970-71 salary	Qualifications of incumbent
Professional 3 full-time and 1 part-time social worker Clerical/secretarial 1 full-time Paraprofessional 1 part-time	$15,431	Bachelor's degree in anthropology and sociology; master's in psychiatric social work; 4-1/2 years' teaching experience; certification as home and school visitor; social work experience; 5 years' experience in school administration. First year in present position.
Professional 1 full-time, not designated Clerical/secretarial 1 full-time Paraprofessional 1 full-time	$13,000 + $600 for expenses	Bachelor's degree in education and physical education; master's in supervision education; certification and 16 years' experience as teacher; certification as superintendent; U. S. State Department physical education consultant in Central America; certification and 1 year's experience in administration/supervision + 1 year in present position.
Clerical/secretarial 1 part-time	$15,151 + $240 for expenses	Bachelor's degree in social studies and education; master's in school administration and political science; certification and 14 years' experience as teacher; certification and 20 years' experience as administrator/supervisor. First year in present position.
Clerical/secretarial 1 part-time	$16,000 + $300 for expenses	Bachelor's degree in biology/educational methods; master's in administration and supervision; advanced coursework in curriculum methods; certification and 41 years' experience as teacher; certification as guidance counselor; 12 summers as teacher education consultant; past president of state teachers and principals associations; community organization liaison speaker; advisor to community and law enforcement agencies on integration; certification and 5 years' experience as administrator/supervisor + 3 years in present position.
Clerical/secretarial 1 full-time	No reply	Bachelor's degree in public school music; master's in education; certification and 38 years' experience as teacher; certification and 10 years' experience as administrator/supervisor + 3 years in present position.
Clerical/secretarial 1 full-time 1 part-time	$16,000 + $500 for expenses	Master's degree in school administration; additional postgraduate coursework; certification and 13 years' experience as teacher; trained investigator; extensive travel worldwide; certification and 15 years' experience as administrator/supervisor + 2 years in present position.
Clerical/secretarial 1 full-time	$18,900	Bachelor's degree in secondary education/social studies; master's in general school administration; 5 years' teaching experience; certification and 13 years' experience as administrator + 2 years in present position.

THE SCHOOL HUMAN RELATIONS SPECIALIST:

School system	Title of human relations specialist	% of time in HR activities	Cabinet member?	To whom does he report?
STRATUM 4 SCHOOL SYSTEMS (Continued)				
PITTSYLVANIA COUNTY SCHOOLS, VA. (Chatham)	Advisory Specialist	100%	Yes	Superintendent
ROANOKE, VA.	Coordinator of Human Relations and Inservice Education	100%	Yes	Superintendent
ROANOKE COUNTY, VA. (Salem)	Supervisor of Social Studies	50%	Yes	Superintendent
BELLEVUE, WASH.	Director of Administration	70%	Yes	Superintendent
EVERETT, WASH.	Human Relation Consultant	100%	No	Assistant Superintendent for Instruction
WAUKESHA, WIS.	Director of Bilingual Education	Less than full-time; percentage not reported	No	Assistant Superintendent
SMALLER SYSTEMS--ENROLLMENT UNDER 12,000 (5 systems)				
BATTLE CREEK, MICH.	Administrative Assistant to the Superintendent for Human Relations	100%	Yes	Superintendent
ENGLEWOOD, N. J.	Director, Division of Extended School Services	100%	Yes	Superintendent

HIS STATUS AND STAFF IN 1970-71

Staff of human relations unit	1970-71 salary	Qualifications of incumbent
Clerical/secretarial 1 full-time	$13,850 + $1,200 for expenses	Bachelor's degree in history and sociology; master's in elementary education; 30 hours beyond master's in administration and guidance; certification and 4 years' experience as teacher; certification as guidance counselor; certification and 22 years' experience as administrator + 2 years in present position.
Professional 3 full-time administrative assistants in human relations Clerical/secretarial 1 full-time	$15,931 + 9¢ a mile for travel	Master's degree in guidance and administration; 12 hours beyond master's; certification and 9 years' experience as teacher; certification and experience as counselor; experience as Head Start director, director of job training program, and principal of senior high school; certification and 5 years' experience as supervisor/administrator + 1 year in present position.
Clerical/secretarial 1 part-time	No reply	Bachelor's and master's degrees; working toward doctorate; certification and 7 years' experience as teacher; certification as visiting teacher; certification and 28 years' experience as administrator/supervisor + 1 year in present position.
Clerical/secretarial 1 full-time	$21,212	Bachelor's degree in elementary education; master's and doctorate in elementary administration; certification and 2 years' experience as teacher; certification and 13 years' experience as administrator/supervisor + 1 year in present position.
Clerical/secretarial 1 full-time	$11,000 (10-month contract)	Bachelor's degree in home economics; fifth year in elementary education; certification and 9 years' teaching experience. First year in present position.
Professional 2 full-time teachers Clerical/secretarial 1 full-time Paraprofessional 1 full-time	No reply (11-month contract)	Bachelor's degree in education; master's in Spanish; certification and 16 years' experience as high school and college teacher; native bilingual. First year in present position.
No staff	$19,120 + $1,300 for expenses	Bachelor's degree in public school music; master's in educational administration; certification and 8 years' experience as teacher; 2 years' administrative/supervisory experience + 2 years in present position.
Professional 1 full-time coordinator of volunteers Clerical/secretarial 1 full-time	$20,160	Bachelor's degree in history; master's in teaching; certification and 13 years' experience as social studies teacher and department chairman; certification as administrator; active in black community groups. In present position 3 years.

THE SCHOOL HUMAN RELATIONS SPECIALIST:

School system	Title of human relations specialist	% of time in HR activities	Cabinet member?	To whom does he report?
SMALLER SCHOOL SYSTEMS (Continued)				
GREAT NECK, N. Y.	Counselor, Special Programs and Educational Services	100%	No	Director of Pupil Personnel
WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT, N. Y. (Rochester)	Resource Associate in Intercultural Enrichment	100%	No	Director of Personnel
ENID, OKLA.	Administrative Assistant to Superintendent	50%	Yes	Superintendent

HIS STATUS AND STAFF IN 1970-71

Staff of human relations unit	1970-71 salary	Qualifications of incumbent
Professional 1 full-time director of special services Clerical/secretarial 2 full-time 1 part-time	$22,00 + 10¢ a mile for travel	Bachelor's degree in psychology/biology; master's in counseling and guidance; 75 credits beyond master's; certification and 15 years' experience as teacher; certification as guidance counselor; work with civic and community organizations. In present position 4½ years.
No staff	$13,500 (10-month contract)	Bachelor's degree in history; master's in education; certification and 12 years' experience as teacher, including teaching in teacher training college in Kenya. In present position 3 years.
Professional 1 part-time human relations counselor Clerical/secretarial 1 full-time	$12,000	Bachelor's degree in music education; master's in education; certification and 14 years' experience as teacher; certification as guidance counselor; certification and 2 years' experience as administrator/supervisor + 5 years' in present position.

SAMPLE JOB DESCRIPTIONS FOR HUMAN RELATIONS PERSONNEL

SPECIALIST - INTERGROUP EDUCATION
Santa Barbara, California

DEFINITION:

Under general direction of the Superintendent, to be responsible for improving intergroup relations between and among student and adult groups, improving ethnic balance in the respective Santa Barbara schools, reducing causes and effects of de facto segregation within the schools and resulting from forces outside the jurisdiction of the schools, and promoting educational opportunity and educational results for disadvantaged students in the respective ethnic groups

ADMINISTRATIVE RELATIONSHIPS:

Responsible to the Superintendent of Schools

Responsible for staff assigned to the Director of Intergroup Relations, and for planning and carrying out services that may be provided from time to time by volunteers assisting in intergroup relations efforts

Consults, advises, and cooperates with the total school and central office staffs and with representatives of community agencies on matters related to intergroup relations and ethnic balance

MAJOR DUTIES AND RESPONSIBILITIES:

Collect and assess information regarding community needs that relate to ethnic groups and intergroup relations

Suggest and assist in planning and implementing inservice training programs for administrative and teaching staff on subjects related to subtle and volatile human relations issues

Design, plan, and implement cultural exchange programs of short and long duration for students and adults

Assist in developing and evaluating policies and curricula that will promote educational opportunity and educational results for students of the respective ethnic groups

Serve as liaison between school and home in interpreting and facilitating the operation of school policies and standards

Encourage parent involvement in community/school/student activities that will further intergroup relations and ethnic balance

Maintain effective communication with schools and community agencies

Promote and facilitate the operation of two-way open enrollment plans between and among schools with differing ethnic compositions

DESIRABLE QUALIFICATIONS:

California Credentials: Basic elementary and secondary teaching credentials; supervision or administration credential

Experience: Successful teaching experience and successful experience working with minority groups

Personal qualifications:

Fluency in speaking Spanish, and ability to communicate effectively with other minority groups

Personal skills in handling delicate human relationships

Ability to inspire confidence and respect within both the educational community and the homes of minority group members

Minimum Annual Time Assignment:
11 calendar months

ASSISTANT SUPERINTENDENT IN CHARGE OF INTEGRATION AND HUMAN RELATIONS
Chicago, Illinois

Duties and Responsibilities

A description of the duties of the Assistant Superintendent in charge of Integration and Human Relations would include but not be limited to the following:

I. Administrative responsibility for the Department of Integration and Human Relations
   A. Supervise selection and training of staff.
   B. Develop, with staff, an expanded program, procedures, policies.
   C. Supervise program, budget, staff, etc.
   D. Work with district superintendents to implement the programs of human relations coordinators assigned to the districts.

II. Recommend to the General Superintendent of Schools programs, procedures and/or patterns of organization which merit consideration for the improvement of the quality of education and also for their effect on integration or community stability.

III. Work with appropriate staff and committees in initiating and implementing new or current programs which both serve to advance integration and improved human relations and to affect positively the quality of education in the schools.
   A. Encourage wider participation in present programs.
      1. Permissive transfer.
      2. Open enrollment in vocational and summer schools.
      3. Teachers-on-loan to underprivileged area schools.
      4. Teacher transfer to communities of other ethnic groups.
   B. Participate in evaluating proposed changes in attendance areas, and proposed location of mobile classrooms, new schools or additions.
   C. Encourage initiation or expansion of programs which bring together persons of varied ethnic backgrounds but of similar talents and interests as in the city-wide band and choir and in the summer enrichment programs in art, drama, foreign languages and other areas. Additional programs may include:
      1. Inter-school activities.
      2. Voluntary pairing of schools for special projects or activities.
      3. Saturday programs for upper grades and high schools.
      4. Other short or long term programs designed to achieve desired educational goals and increase acquaintance and understanding of people of other ethnic backgrounds.

IV. Provide constructive assistance to schools and communities where human relations problems exist, particularly where these problems are the result of recent or anticipated racial change.
   A. Conduct local school workshops to contribute to faculty stability.
   B. Work with individuals and community groups for increased understanding for the prevention or correction of false rumors and for increased cooperation.

V. Work with the Department of School, Community and Press Relations for wider distribution of factual information concerning the schools through a speakers bureau, human relations bulletin or newsletter, radio, television and other news media.

VI. Develop new programs and cooperate with current programs of information and education for interracial and intercultural understanding.
   A. Expand present program of inservice education to reach all segments of the staff to the extent of available funds. Included would be such topics as the history of minority groups, problems in urban community relations, understanding the disadvantaged child and family, etc.
   B. Cooperate in conducting programs, workshops and forums for parents and the public.
   C. Sponsor tours to inner city schools for P.T.A. and other groups, for junior college students, teachers, and prospective teachers as they are recruited.
   D. Plan with appropriate personnel for placement of practice teachers to give as many as possible a realistic experience in preparation for successful teaching in an urban community of great racial, national, economic and religious diversity.
   E. Cooperate with the Department of Curriculum Development to stimulate and encourage use of recommended materials to assure accurate inclusion of the cultural heritage and contributions of minorities.

ASSISTANT TO THE SUPERINTENDENT, MULTICULTURAL EDUCATION
Palo Alto, California

Board Policy

There shall be a position of Assistant to the Superintendent, Multicultural Education. The Assistant to the Superintendent shall be a 12-month employee. The responsibilities of this position include the development and coordination of a multicultural program for the school district.

Administrative Procedure

Major responsibilities:

1. Staff supervision, training, and evaluation
2. Review and dissemination of curriculum materials
3. District inservice training
4. Staff recruitment
5. Community relations
6. Such other responsibilities as assigned by the superintendent

Illustration of key duties:

1. Staff supervision, training, and evaluation:
   a. Supervises, trains, and evaluates the performance of the multicultural education specialists.

   b. Coordinates the activities of the multicultural education specialists and the building leaders in the schools.

2. Review and dissemination of curriculum materials:
   a. Gathers, updates and disseminates appropriate multicultural classroom materials designed to promote a multicultural rather than a unicultural orientation in curriculum materials.

   b. Participates and assists in curriculum review and in the development of new curriculum materials designed to ensure that the role of ethnic and racial minorities is accurately presented and given a realistic perspective at all grade levels.

3. District inservice training:
   a. Plans and organizes a systematic and adequate program of inservice training for staff, designed to provide:
      (1) Specific content about the role of all minority groups in historical and contemporary perspectives.

      (2) Effective techniques for teaching content about all minorities at all grade levels in appropriate subject matter areas.

      (3) Improved attitudes toward all minorities.

   b. Assists the district staff in achieving a better understanding of, and better solutions to, problems of pupil-pupil and pupil-teacher relations with special reference to problems of ethnic and racial minorities.

   c. Keeps abreast of research and successful programs in intergroup education and disseminates this information throughout the district.

4. Staff recruitment:
   a. Assists in the recruitment, selection, and hiring of personnel who are committed to multiculutral education.

   b. Assists in the district's efforts to increase the proportion of minority personnel.

5. Community relations:
   a. Provides liaison with community groups and committees in the area of multicultural education.

b. Assists in planning and coordinating programs for the district, parents, and community at large, designed to develop positive attitudes toward, and understanding of, minorities.

6. Such other responsibilities as assigned by the Superintendent.

Qualifications:

1. Education:
   a. Bachelor's degree required.

   b. Course work in one or more of the following fields: sociology, psychology, education, public administration, school administration.

2. Skills, knowledges and abilities:
   a. Ability to work harmoniously with members of all ethnic groups.

   b. Ability to write and speak clearly and cogently.

   c. Knowledge in all facets of intergroup education.

   d. Skill in human relations and communications.

   e. Imaginative, stable and self-directing.

3. Experience priorities:
   a. Successful experience in intergroup activities.

   b. Successful teaching experience desirable.

Organizational relationship:

1. Staff position:
   a. Reports to, and is accountable to, the Superintendent of Schools.

   b. Provides advice and service to all elements of the school district organization in multicultural education.

SCHOOL-COMMUNITY HUMAN RELATIONS ASSISTANT
Oakland, California

General Definition

The School-Community Human Relations Assistant is assigned to a high school area and is responsible for assisting in the implementation of the district human relations programs in the assigned school area.

General Supervision

1. Responsible to the high school principal for general administration and supervision in performance of duties as School-Community Human Relations Assistant.

2. Works with the Coordinator of Human Relations and staff member assigned to school attendance area in the organizing and implementing of the district's program and receives supervision in techniques, procedures and overall professional growth guidance in the performance of his duties from the Office of Human Relations.

(continued)

Responsibilities. The School-Community Human Relations Assistant's specific duties will be:

Community

a. To encourage the involvement of parents and other community citizens in the school community councils and work to enhance more parent participation in school programs.

b. To attend meetings of pressure groups and other organizations such as improvement clubs, neighborhood councils, target area councils, and ethnic organizations, which directly or indirectly affect the human relations climate in the school.

c. To assist in planning more effective programs encouraging cooperation and understanding between the school and the community.

d. To assist in assessing the human relations climate of the school community area at all times in order to create a more favorable and effective school program.

e. To work with representatives of school community councils and other school organizations such as PTA, Dads Clubs and other organizations to bring about more community involvement.

f. To develop and disseminate information about the services in the community such as employment offices, neighborhood service centers and parks, service agencies, and ethnic organizations.

g. To develop contact with citywide agencies such as the Welfare Department, Health Department, OEDCI, and similar agencies.

h. To maintain communications with feeder schools of assigned high school.

Students

a. To assist in designing and implementing student human relations activities such as Student Human Relations Councils, student government and various ethnic clubs and organizations involving students.

b. To attend meetings of student organizations.

c. To assist students in establishing communication with school-community organizations.

d. To assist students to communicate concerns with school administration.

e. To assist students to utilize the channel of communication developed for students.

School Staff

a. To attend faculty meetings and other meetings recommended or called by the principal.

b. To work cooperatively with school staff to maintain open channels of communication between faculty members and parents and other school personnel.

c. To provide assistance to the district in the development of human relations program and lend direction in the conduct of these programs.

d. To assist in the development of multi-ethnic approaches to curriculum.

e. To assist in organizing human relations committees and meetings for the teachers and for the parents.

In-Service

a. To attend in-service programs as directed and make recommendations relative to improvement of continuous in-service training for the staff and community participants.

b. To maintain permanent records of the human relations activities of a general nature for the purpose of evaluation by the Office of Human Relations and the school principal.

c. To attend in-service meetings planned by the Office of Human Relations.

SCHOOL - COMMUNITY AIDE
Peoria, Illinois

Primary function: To serve as a liaison person between the home and school; interpret and co-relate school functions to the community; improve home-school relationships.

Directly responsible to: Director of Intergroup Relations.

Assigned responsibilities:

1. Assist new families with registration and enrollment procedures.
2. Advise parents on school policies regarding transportation, lunch programs, physical examinations, discipline practices, attendance evaluation and parent-teacher conferences.
3. Provide transportation to parents for school conferences when no other means is available.
4. Assist teachers and administrators in arranging parent conferences.
5. Provide emergency transportation for pupils who become ill at school, or need to be taken home during the school day.
6. Provide assistance to families on welfare so they may secure the benefits available to them, i.e. dental, medical, food and clothing.
7. Inform school personnel of problems encountered by students outside the scope of the school.
8. Provide guidance to parents in assisting their children with academic difficulties, i.e. availability of tutors, summer school, remedial programs, Project Head Start, and similar programs.
9. Investigate cases of extended absenteeism.
10. Inform school personnel of hardship cases that may not be known to them.

DIRECTOR OF HUMAN RELATIONS
Columbus, Ohio

The Director of Human Relations shall assist the Assistant Superintendent, Administration and shall perform such duties as are delegated by him.

Specifically, the Director of Human Relations shall:

(1) Cooperate with all members of the professional staff in identifying, researching, and seeking solutions to problems involving human relations in the educational context.
(2) Plan and provide programs designed to assist students, parents, faculty, and administrators to better understand and relate to one another within the school setting.
(3) Upon the request of the building principal, consult with the administration and faculty of the school to identify and isolate that school's particular human relations problems and work with that staff in the planning and implementation of practicable solutions to these problems.
(4) Serve as a liaison between the Columbus Public Schools and various community organizations, as directed by the Superintendent or the Assistant Superintendent, Administration.
(5) Develop and coordinate a comprehensive program of volunteer service involving interested parents and women's groups whose members may assist in library, health service, in-school tutoring, and pre-kindergarten programs or serve as community resource persons.
(6) Compile and disseminate information and background material relevant to the general area of human relations and to specific school problems involving these relationships.
(7) Assist principals and staff in the area of student and community relations.
(8) Serve as liaison between the central office administration and the Community Relations Committee of the Board.
(9) Provide educational materials and assistance in the area of intergroup education.
(10) Originate in-service classes, television broadcasts, and printed materials for the purpose of developing better human relations within the Columbus Public Schools.
(11) Cooperate with various departments within the Division of Instruction in the review and purchase of printed and audio-visual materials relevant to human relations.

SAMPLE HUMAN RELATIONS POLICIES

HUMAN RELATIONS ORGANIZATION
Detroit, Michigan

Statement of Policy

The human relations organization of the Detroit Public Schools exists to develop and implement sound action programs that will help to achieve more fully a quality, integrated education for all the children and youth of our community--regardless of race or religion or social class background. The goal is to guarantee that each and every child and youth will be provided with that quality of educational experience which will encourage him to develop his fullest and finest potential as a mature person and as a contributing and responsible and worthy member of a pluralistic democratic society.

Within the more formal organizational structure of the Detroit Public Schools the Intergroup Relations Department, which is an integral part of the School-Community Relations Division, works most directly with the human relations program. This department has among its major responsibilities to provide leadership and service in working with others to initiate, plan, direct and evaluate such creative, meaningful, and effective action programs that will truly make a significant and positive difference in the life and learning of the people in our community.

One basic idea must be made crystal-clear. It is this, that in the Detroit Public Schools not only the School-Community Relations Division and not only the Intergroup Relations Department have important human relations and intergroup relations responsibilities. In the Detroit Public Schools every division and every department, every region and every school staff member, both instructional and non-instructional, must accept certain vital and continuing challenges:

(1) To do our full part to insure equal educational opportunities for all without exception.

(2) To work actively and with dedication to help solve the all-important problems of intergroup relationships in our schools and in our community.

Only to the degree that we--educators and other citizens--solve these challenging problems can we achieve a life of dignity and freedom and justice for every single member of our society.

Human Relations Committees: Organization and Composition

In Detroit for many years there has been recognition and acceptance of the necessity for total involvement of all schools and all personnel in the human relations program. As a consequence, along with the more formally organized School-Community Relations Division and the Intergroup Relations Department, there has evolved over the years a less formal pattern of organization which has served and continues to serve a very important role and function. This is the human relations committee system which operates at various key levels and performs valuable and much needed services.

These human relations committees are organized and operate at the following levels: (1) school, (2) region, (3) city-wide. In order to include all staff personnel in the human relations organization, there is also a human relations committee for central offices personnel.

The committees are composed of the following members:

(1) School Human Relations Committee (one in each school)
The school principal, the teacher human relations building chairman, and representative members of the school staff (both instructional and non-instructional), the students (including the human relations club), and the community.

(2) Regional Human Relations Committee (one for each of the eight regions)
The region superintendent, the intergroup relations specialist, the principal and building chairman of every school in the region, in addition to non-instructional staff, student, and community members representative of the entire region.

(Each Regional Human Relations Committee organizes a Steering Committee. This Regional Human Relations Steering Committee is headed by two co-chairmen--a principal-chairman and a teacher-chairman--and includes the region superintendent, the intergroup relations specialist, and other representatives of the region-instructional staff, non-instructional staff, students, and community.)

(3) The City-Wide Detroit Public Schools Human Relations Committee
The deputy superintendent in charge of the Division of School-Community Relations, a region superintendent, the Intergroup Relations Department, the teacher-chairman and principal-chairman from each of the eight regional committees, and significant representation from the non-instructional staff, students, community, and the Central Offices Human Relations Committee.

A Central Offices Human Relations Committee
A representative from each of the central administrative divisions, and representative members from the central offices secretarial staff and other personnel.

The Role and Functions of the Human Relations Committees

The human relations committees are charged with this major task: to plan, direct, and carry out meaningful and constructive human relations programs for their own level and for their area of responsibility--school, region, central offices, or city-wide.

These human relations committees utilize a variety of approaches and methods in achieving their goals. The plans and activities and projects take different shapes and forms, and, of course, they are tailored to the particular needs of particular situations. Yet each committee continues to focus upon the central theme or goal--that of making a significant contribution to improved interpersonal and intergroup relationships.

The efforts of the human relations committees include and relate to the following kinds of plans and programs:

(1) Encourage an active and responsible role for education and educators in recognition of the public school as a major institution with major responsibilities in strengthening our democratic system.

(2) Promote intergroup--inter-racial, inter-religious and others--experiences that will result in greater mutual understanding, appreciation, and cooperation.

(3) Develop programs which will affect, in real and constructive ways, the attitude and behavior patterns of children and youth, of school staff members, of administrators, of parents and other members of the community.

(4) Seek to improve the quality of human relations and intergroup skills.

(5) Identify changes and analyze trends occurring in community affairs--community composition, leadership, needs and concerns, attitudes and values, and the like.

(6) Study and make carefully planned use of community resources to enrich the educational program.

(7) Prove and evaluate the kind and degree of school-community cooperation, and strive to improve these two-way relationships.

(8) Disseminate information concerning successful programs, new materials, research findings, special events, and the like.

(9) Review any and all programs, procedures and policies of the Detroit Public Schools having human relations and intergroup relations implications, and make recommendations for change and improvement.

In short, in the Detroit Public Schools the human relations committees work closely with the Intergroup Relations Department and the total school system staff to stimulate and to develop more and more effective programs in the unending search to improve the quality of our education and community life.

HUMAN RELATIONS POLICY
Fremont Union High
School District, California

A major unresolved problem of American Democracy is the inability of peoples with varying ethnic backgrounds to live together in understanding, cooperation and respect. While the resolution of this problem must involve the total community, the Fremont Union High School District recognizes the significant role of the school in shaping young minds. As citizens of the United States we should all be working together toward one common goal being the continuing improvement of America as a society and the continuing advancement of each individual as an American.

Therefore, it shall be the policy of the Fremont Union High School District:

a) That all students, regardless of ethnic background, shall receive equal opportunity for success in learning.

b) That acts of prejudice have no place in the school district.

c) That education must help students become aware of and understand many varieties of cultures in today's world, relate positively to the diverse people in his community, and refine his own evolving cultural pattern.

d) That the school curriculum reflects accurately the contributions made by all ethnic peoples in the development of our country.

e) That efforts are made to hire competent minority people, both certificated and non-certificated.

f) That in setting school boundaries or in the construction of new schools, consideration be directed toward providing a racially integrated schoo

GUIDELINES FOR HUMAN RELATIONS PROGRAM
Metropolitan School System, Nashville, Tennessee

The following guidelines are established to express the commitments and directions to be followed in planning and carrying out the school system's human relations program:

1. The development in teachers and the promotion with students of a multi-cultural perspective which emphasizes the position that cultural differences make people uniquely important as individuals rather than the viewpoint that sees these differences as a reflection of inherent inferiority or superiority.

2. The overcoming of myths, superstitions, and stereotypes about the racial attitudes and behaviors of blacks and other minority groups in society.

3. The development of knowledge on the part of teachers and students of the contribution of black Americans to the total history, literature, and progress of our society.

4. The preparation of teachers encountering bi-racial situations so that they will be prepared for and can react positively and objectively to "culture shock" in the language and behavior of culturally different students, teachers, and parents.

5. An understanding of the importance of teacher expectations and their impact on student behavior and development.

6. A more comprehensive understanding and a more selective use of standardized test information as only one element of data to be used by the teacher in understanding and planning for work with students.

7. The development of positive attitudes and behaviors on the teacher's part to promote positive behavior development in students, rather than the constant application of aversive techniques of reward and punishment.

8. The promotion of the importance of the counseling role for teachers and guidance counselors alike to serve as resource people and guides for all students rather than decision makers about the future educational possibilities and vocational choices of students.

9. The promotion of expanded and more open communication between principals and teachers, teachers and students, teachers and parents, and the community and the school.

10. The promotion of more open climates in the school stressing the importance of human feelings and the impact of one's behavior on other individuals so that everyone can be respected and valued as an individual rather than rewarded and punished for any specific behavior that simply causes displeasure in someone else.

Human relations must be a valued continuous program which people practice more than they preach and in which individuals are considered as people above all else. It involves the development of positive attitudes and values through which the individual can enhance his own behavior toward living successfully in society and toward interacting harmoniously with all other individuals.

BOARD POLICY CONCERNING HUMAN RELATIONS
Robbinsdale, Minnesota

The School Board of Independent School District 281 has historically established and pursued policies in accord with the highest ideals of the American democratic society. Within the broad range of responsibilities for educating the youth of our community, those relating to human relations have always been among the first recognized and most highly safeguarded.

To list but a few among the many goals which we hold to be significant in this respect, we believe that the schools have a responsibility to:

- Reflect the traditional ideals of a democratic society.
- Help continue the democratic cohesiveness of the American society and political structure.
- Help individuals establish a positive, mature attitude toward themselves and others, as well as basic American institutions.
- Help individuals develop skills for examining their world and arriving at intelligent judgments concerning their roles and responsibilities for functioning in that world.
- Help eliminate blind hatred and bigotry toward other human beings, individually and in groups.
- Help individuals to develop the ability of accepting others and judging them on their merits as individual human beings.

The school board has established policies and practices which will assure, to the best of our ability, that these ends will be pursued.

In selection of staff, the board believes its first responsibility is to the students in the classroom and will employ for each position the most competent person without regard to race, color, or creed. This policy will not only apply to those directly concerned with the instruction of children, but also will be one criterion applied to the service personnel of the district (secretaries, cooks, custodians, bus drivers, etc.).

HUMAN RELATIONS POLICY
Montgomery County Public Schools
Rockville, Maryland

The Montgomery County Public School system is committed to a policy of educating children for living by helping them to develop an awareness and appreciation for the achievements, problems and aspirations of all people in our culturally diverse society.

The school system shall help children from all walks of life to gain the knowledge, skills and determination that will enable them to reach their highest potential and to contribute to the welfare of all mankind.

The school system shall establish and maintain an atmosphere in which all persons can develop attitudes and skills for effective, cooperative living, including:

1. Respect for one's self and others, regardless of economic status, intellectual ability, sex, age, race, color, creed or national origin;

2. Respect for cultural differences;

3. Respect for economic, political, and social rights of others; and

4. Respect for the right of others to seek and maintain their own identities.

The school system shall continue to promote good human relations by removing all vestiges of prejudice and discrimination in employment, assignment and promotion of personnel; in location and use of facilities; in curriculum development and instructional materials; and in the availability of programs for children. To ignore such concern is morally wrong, economically wasteful and socially dangerous.

The school system shall continue to reexamine thoroughly all parts of the curriculum to make sure that it emphasizes positive human relationships. The instructional materials used in the schools must accurately portray the history, contributions, and culture of the various ethnic groups in our society. Children from minority groups must be helped to establish their identity with their own group as well as with the total society.

It is essential that staff, students, parents and citizens become more aware of human relations concerns in the school and the community. The school system shall train all staff members to help them become more responsive to the needs of children and adults. It shall also develop programs that will increase the awareness of students, parents and citizens of the cultural diversity of others.

With people moving from rural to urban areas, from cities to suburbs, and from one part of the nation to another, the public schools have an obligation to help children know and appreciate different physical environments, cultural backgrounds and life styles.

The school system shall continue to reexamine its policies and procedures to determine their effect on individual and group behavior and to make whatever changes are necessary to improve human relations.

The school system shall continue to take affirmative action to make opportunities for employment and promotion available to every individual solely on the basis of his qualifications and without regard to sex, age, race, color, creed or national origin.

The school system shall utilize every opportunity to work with other institutions and agencies to develop improved human relations in the community and to make channels available through which citizens can communicate their human relations concerns as well as to contribute their intellectual and moral resources for the solution of these concerns.

The Montgomery County Public Schools must contribute to our national efforts to improve international understanding and cooperation by helping to reconcile group differences and by building understanding of the various interdependent cultures of the world.

Educational Research Service
April 1971

THE HUMAN RELATIONS SPECIALIST IN LOCAL SCHOOL SYSTEMS

School system _____ State _____

Name and title of respondent _____

1. Does your school system employ a person whose primary responsibility is in the area of human (intercultural) relations, integration, or urban problems (as opposed to public or school-community relations)?

   YES ☐ NO ☐

   If NO, *please so indicate and return one copy of this questionnaire to ERS.*

   If YES, *please ask the person in this position to fill out this questionnaire.*

QUESTIONNAIRE FORM

2. What is your title? _____

3. When was this position first established? _____

4. Do you spend full time in the area of human relations? YES ☐ NO ☐

   If NO, approximately what percentage of your time is devoted to human relations activities?

   _____ percent

   If NO, in what other area(s) do you function? _____

5. Are you employed for a full 12-month year (including paid vacation)? YES ☐ NO ☐

   If NO, what is the length of your work year? _____ months

6. What is your 1970-71 salary? $ _____ + $_____ for expenses *(if applicable)*

7. Do you report directly to the superintendent? YES ☐ NO ☐

   If NO, to whom do you report? (Please give official's full title)

   _____

8. Are you a member of the superintendent's cabinet (council)? YES ☐ NO ☐

9. Does your school system have (a) a formal, written job description and/or (b) a statement of qualifications for the position of the human relations specialist?

   (a) Job description: YES ☐ NO ☐ ; (b) Statement of qualifications: YES ☐ NO ☐

   If YES *for either (a) or (b) above, please enclose a copy.*

10. Please give the following information regarding the person presently in the position:

    a) EDUCATION: Bachelor's degree in _____

    Master's degree in _____

    Doctorate in _____

    Other pertinent education _____

OVER →

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b) EXPERIENCE: Years in present position: _____

Years in educational administration or supervision (other than in present position): _____

Years teaching experience: _____

Other pertinent experience: _____

_____

QUESTIONNAIRE FORM

c) CERTIFICATION: Teacher ☐ Supervisor ☐ Administrator ☐

Guidance counselor ☐ Other (please specify) _____

d) OTHER QUALIFICATIONS (please describe): _____

_____

e) PERSONAL DATA:

Age: 21-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ Over 60 ☐

Sex: Male ☐ Female ☐

Race or ethnic origin: White ☐ Negro ☐ Oriental ☐

Mexican-American ☐ American Indian ☐

How long has the incumbent lived in the community? All his life ☐

Less than 5 years ☐ 5-9 years ☐ 10-14 years ☐ 15-19 years ☐

20 years or more ☐

11. How many persons are on the staff of the human relations specialist, excluding the specialist?

	No. of full-time	No. of part-time
Clerical/secretarial	_____	_____
Paraprofessional (e.g. community aids)	_____	_____
Professional (please give titles)		
_____	_____	_____
_____	_____	_____

Please enclose a copy of the organization chart for the human relations department and job descriptions for each type of professional listed above (if available).

12. On the average, in which of the following activities do you spend the greatest proportion of your working day, excluding unusual or crisis situations? Rank in order of importance, giving #1 to the most time-consuming.

Rank	Activity
____	Regular in-office administrative work
____	Meetings with other central office administrators
____	Meetings with principals
____	Meetings with students and student organizations
____	Meetings with community service groups and social agencies

(CONTINUED)

QUESTIONNAIRE FORM

12. (CONTINUED)

Rank	Activity
___	Other (please specify) ___ _____
	_____ _____

13. Approximately how many hours a week do you spend outside your regular working day in activities which are necessary to your job, but which must be done outside the normal working day? (e.g., attending evening meetings, student activities, consulting with parents)

_____ hours a week (estimate)

14. How much responsibility do you have for each of the following areas? (PLEASE READ ENTIRE LIST BEFORE CHECKING AND CHECK ONLY ONE COLUMN FOR EACH ITEM.)

	Have primary responsibility for	Share responsibility for	Serve as consultant on	No responsibility
a. Recruiting members of minority groups for professional positions	☐	☐	☐	☐
b. Reviewing policies affecting human relations	☐	☐	☐	☐
c. Liaison with local law enforcement agencies	☐	☐	☐	☐
d. Development and evaluation of intercultural materials and teaching units	☐	☐	☐	☐
e. Pupil personnel problems of a racial nature	☐	☐	☐	☐
f. Planning to achieve racial and cultural balance in schools	☐	☐	☐	☐
g. Liaison with community service groups on human relations matters	☐	☐	☐	☐
h. Liaison with student organizations on human relations matters	☐	☐	☐	☐
i. Student human relations program	☐	☐	☐	☐
j. Staff inservice activities in the area of human relations	☐	☐	☐	☐
k. Public relations on human relations problems and activities	☐	☐	☐	☐
l. Receive and process community complaints	☐	☐	☐	☐
m. Development and evaluation of programs for the culturally deprived	☐	☐	☐	☐
n. Adult basic education program	☐	☐	☐	☐
o. Liaison with social and welfare agencies	☐	☐	☐	☐
p. Liaison and/or consultative services to school or area citizens' advisory councils	☐	☐	☐	☐
q. Other (please specify and check)				
_____	☐	☐	☐	☐
_____	☐	☐	☐	☐

OVER →

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15. Has your school system entered into a cooperative arrangement with a nearby college or university whereby the college provides some services in the area of human relations in your system?

YES ☐ NO ☐

If YES, please name the college and briefly describe the services provided:

_____

_____

_____

16. Does your school system have a board policy and/or guidelines in the area of human relations?

NO ☐ YES ☐ . If YES, please enclose a copy.

* * * * * * * * *

In answering the following questions, please feel free to speak your mind. Your responses will not be identified with you or your school system.

A. If you could change the designation in your title (not the administrative level), what would you make it? Or are you satisfied with the title as is?

_____

B. How do you feel you and your efforts are accepted at the local school level?

_____ _____

_____ _____

_____ _____

_____ _____

QUESTIONNAIRE FORM

C. Please add any other comments or information which you feel would expand or clarify your other responses on this questionnaire. Use additional sheets if necessary.

_____

_____

_____

_____

_____

_____

REMINDER: Please enclose one copy of each of the following:

a) Job description for human relations specialist and professionals on his staff

b) Board policy and/or administrative guidelines on human relations.

c) Organization chart for the human relations department.

RETURN ONE COPY OF THIS QUESTIONNAIRE, TOGETHER WITH THE ABOVE MATERIALS, TO:

Educational Research Service
Box 5, NEA Building
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

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